

FATHER AND SON MENTORING FOR THE PERPETUATION OF LEGACY:

DEVELOPING A GROUNDED THEORY

A DISSERTATION SUBMITTED TO THE GRADUATE DIVISION OF THE UNIVERSITY
OF HAWAI‘I AT MĀNOA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

IN

EDUCATIONAL PSYCHOLOGY

AUGUST 2018

By

J. Donnel Nunes

Dissertation Committee:

Katherine Ratliffe, Chairperson

Michael Salzman

Marie Iding

Seongah Im

Kavita Rao

Table of Contents

Abstract	xi
List of Figures.....	xii
List of Tables	xiii
Chapter 1. Introduction	1
Purpose of Study.....	2
The Story of Clyde and Ha‘a.....	3
Statement of the Problem.....	6
Overview of the Dissertation.....	9
Chapter 2. Literature Review.....	11
Mentoring.....	11
Historical and conceptual overview	11
The practice of mentoring.....	13
Definitions	14
Contexts	16
Mentoring versus other learning relationships.....	16
What works.....	17
Barriers to effective mentoring relationships	18
Familial mentoring.....	19
Parenting versus parenting as a mentor	20
Sociocultural Learning Theory.....	23
Vygotsky.....	24
Interpersonal and intrapsychological	25

Zone of proximal development	26
Appropriation	28
Framework	28
Community plane and apprenticeship	29
Interpersonal plane and guided participation	30
Personal plane and appropriation	30
Summary	31
Research Questions	32
Chapter 3. Methods	34
Study Design	34
Mixed Method Research	35
Embedded design	35
Grounded Theory	36
Case studies	38
Pilot Study	39
Participants	39
Instruments	40
Procedure	41
Data Analysis	42
Main Study	43
Participants	43
Instruments	48
Interviews	48

Scales	49
Field notes	50
Expert Review	51
Procedure.....	51
Positionality	53
Validity.....	55
Reliability	55
Trustworthiness.....	56
Data analysis.....	56
Case studies	57
Cross case analysis.....	58
Scales.....	59
Creating a grounded theory	59
Chapter 4. Findings.....	61
Case One: Family Business.....	61
Focus and Context of Mentoring Relationship	62
Mentoring Definition: Father.....	63
Mentoring Definition: Son.....	64
Strategies	64
Procedures.....	65
Hands-on and Challenging Assignments	65
Rewards.....	66
Psychosocial	66

Role Modeling.....	67
Skills.....	67
Perceived Barriers: Father	68
Perceived Barriers: Son	68
Perceived Benefits: Father.....	69
Perceived Benefits: Son.....	69
Perceived Benefits: Both	70
Case Two: Academia	70
Focus and Context of Mentoring Relationship	71
Mentoring Definition: Father.....	73
Mentoring Definition: Son.....	73
Strategies	73
Procedures.....	74
Challenging Dialogue	74
Access to Networks and Instrumental Support	75
Psychosocial	75
Role Modeling.....	75
Skills.....	76
Perceived Barriers: Father	76
Perceived Barriers: Son	77
Perceived Benefits: Father.....	78
Perceived Benefits: Son.....	78
Perceived Benefits: Both	79

Case Three: Building Outrigger Canoes	79
Focus and Context of Mentoring Relationship	81
Mentoring Definition: Father	83
Mentoring Definition: Son	83
Strategies	83
Procedures	85
Hands-on and Challenging Assignments	85
Instrumental Support	86
Psychosocial Support	87
Skills	87
Perceived Barriers: Father	88
Perceived Barriers: Son	88
Perceived Benefits: Father	89
Perceived Benefits: Son	90
Perceived Benefits: Both	91
Case Four: Philosophy and Human Behavior	91
Focus and Context of Mentoring Relationship	92
Mentoring Definition: Father	93
Mentoring Definition: Son	94
Strategies	95
Procedures	96
Challenging Dialogue	96
Instrumental Support	97

Psychosocial Support.....	98
Skills	99
Perceived Barriers: Father.....	99
Perceived Barriers: Son	100
Perceived Benefits: Father	101
Perceived Benefits: Son.....	101
Perceived Benefits: Both.....	102
Case Five: Professional Musicians	102
Focus and Context of Mentoring Relationship	103
Mentoring Definition: Father.....	106
Mentoring Definition: Son.....	106
Strategies	107
Procedures	108
Hands-on and Challenging Assignments	108
Instrumental Support	109
Psychosocial Support.....	109
Role Modeling.....	111
Skills	111
Perceived Barriers: Father	111
Perceived Barriers: Son	112
Perceived Benefits: Father.....	113
Perceived Benefits: Son.....	114
Perceived Benefits: Both	114

Case Six: Computer Science and Engineering.....	115
Focus and Context of Mentoring Relationship.....	116
Mentoring Definition: Father.....	118
Mentoring Definition: Son.....	118
Strategies	119
Procedures.....	120
Hands-on and Challenging Assignments	120
Instrumental Support.....	121
Psychosocial Support	121
Skills.....	122
Perceived Barriers: Father	123
Perceived Barriers: Son	123
Perceived Benefits: Father.....	124
Perceived Benefits: Son.....	124
Perceived Benefits: Both	125
Cross-Case Analysis	125
Strategies	125
Encourage Learning.....	126
Promote Self-Directed Learning	126
Inspire Curiosity	127
Encourage Professional Development.....	128
Promote Focus.....	128
Promote Work Ethic	129

Promote Solution-Focused Mindset	129
Encourage Self-Confidence	130
Promote Autonomy	130
High Expectations	131
Procedures.....	131
Father Knows Best.....	131
Protection.....	132
Teaching.....	133
Coaching	134
Role Modeling.....	134
Problem Solving.....	135
Hands-on	135
Challenging Assignments	136
Intellectual Debate.....	136
Connecting with Others	137
Gave Access to Network.....	138
Exposure and Visibility	138
Other Persons of Significance.....	139
Skills.....	139
Knowledge and Experience.....	139
Domain Specific.....	139
Father Mentor to Others.....	140
Father's Mentors	140

Traits of Son.....	140
Social and Emotional Features.....	141
Differentiation.....	141
Interpersonal	142
Barriers	142
Restrictive Influence.....	143
Father Specific	143
Son Specific	144
Tensions	144
Power Struggles.....	145
Trust.....	145
Benefits.....	146
Perpetuate Legacy	146
Father and/or Family Legacy	146
Legacy of Son	147
Connectivity	148
Encouragement and Guidance.....	148
Learning Together	149
Scales and Relational Effectiveness.....	149
Grounded Theory.....	151
The Metaphor.....	152
Highly Effective Father/Son Mentoring.....	154
Less Effective Cases.....	155

Summary	155
Chapter 5: Discussion	157
Discussion: Father/Son Mentoring for the Perpetuation of Family Legacy.....	158
Strategies, Procedures, and Skill Sets	161
Strategies	162
Procedures.....	164
Skills.....	165
Barriers	166
Benefits	167
Scales	167
Unique Cases	168
Implications for Practice	169
Limitations.....	170
For Future Study	172
Appendix A: Interview Protocol Pilot Study.....	173
Appendix B: Call for Subject	177
Appendix C: Screening Questions	178
Appendix D: Interview Protocol Main Study.....	179
Appendix E: Scales	182
Appendix F: Pre-Interview Script.....	184
References	185

Abstract

The purpose of this study was to expand upon our present knowledge of mentoring between fathers and emerging-adult sons. Specifically, this study sought to identify strategies, procedures and skills involved with this type of mentoring, as well as barriers and benefits associated with these relationships with the goal of developing a grounded theory of father/son mentoring.

Using an embedded mixed method research design, I interviewed six father-son dyads from Hawai'i, the continental US and Europe, augmented with scores from two scales. Grounded theory guided data collection and analysis. Scores from the two scales were treated as descriptive during the cross-case-analysis.

Highly effective father/son mentoring was characterized by a multifaceted approach to mentoring that included the development and use of multiple strategies, skills and procedures. Less effective examples tended to be overly reliant upon singular approaches to mentoring interactions. While highly effective dyads were able to identify and discuss barriers, less effective dyads struggled to identify ways they could improve their relationships. As a goal-directed activity, father/son mentoring was often focused on the perpetuation of legacy. These findings were further demonstrated through the development of a grounded theory with an associated metaphor of weaving a basket. One unexpected discovery related to fathers mentoring their sons who were on the autism spectrum.

This study sheds light on the relatively unstudied phenomenon of father-son mentoring and lays a foundation for future inquiry which might include larger sample sizes and other types of research design.

List of Figures

<i>Figure 1.</i> Parent as mentor operational definition	21
<i>Figure 2.</i> Embedded design.....	36
<i>Figure 3.</i> Constant comparison.....	37
<i>Figure 4.</i> Metaphoric basket.....	153

List of Tables

<i>Table 1.</i> Pilot study demographic information	39
<i>Table 2.</i> Main study demographic information	46
<i>Table 3.</i> Property: Encourage learning.....	126
<i>Table 4.</i> Property: Encourage professional development.....	128
<i>Table 5.</i> Property: Encourage self-confidence.....	130
<i>Table 6.</i> Property: Father knows best.....	132
<i>Table 7.</i> Property: Problem solving	135
<i>Table 8.</i> Property: Connecting with others.....	137
<i>Table 9.</i> Property: Knowledge and experience.....	139
<i>Table 10.</i> Property: Social and emotional features	141
<i>Table 11.</i> Property: Restrictive influences	143
<i>Table 12.</i> Property: Tensions.....	145
<i>Table 13.</i> Property: Perpetuate legacy	146
<i>Table 14.</i> Property: Connectivity.....	148
<i>Table 15.</i> Scale scores, relational effectiveness, and rank	150
<i>Table 16.</i> Relational effectiveness scores and coding density of themes.....	151

CHAPTER 1: INTRODUCTION

In order to be a mentor, and an effective one, one must care. You don't have to know how many square miles are in Idaho, you don't need to know what is the chemical makeup of chemistry, or of blood and water. Know what you know and care about the person, care about what you know and care about the person you're sharing with.

Maya Angelou (Walters, 2017, p. 8)

Traveling thousands of miles, the giant winter waves of the northern Pacific are summoned by storms that race across the mid northern latitudes. From their humble beginnings off the coast of Japan, the storms track eastward, stall, and intensify just south of a slender claw of volcanic islands known as the Aleutian Arc. Referred to by meteorologists as “Aleutian lows,” these counter-clockwise spinning specters swirl and grow as they are joined by other low-pressure systems. It is here where they become some of the most massive and powerful storms on the planet. Waves born from these winter cyclones can reach colossal heights as they travel south and eastward across the open ocean at speeds upwards of 50 mph.

Lying in wait, nearly 1500 miles away, are the outer reefs of the Hawaiian Islands. Seemingly of divine design, the underwater topography of these coastlines provides near perfect conduits for harnessing and unleashing the extraordinary power of these open ocean giants. No other place on earth possesses the same allure to big wave surfers as Waimea Bay on the north shore of the island of O‘ahu.

When these waves finally arrive at the outer edge of Waimea Bay they are greeted by a group of elite athletes waiting to test themselves against one of the greatest forces in nature. And

for nearly 40 years, one of those athletes has included iconic and world champion big wave surfer, and native Hawaiian, Clyde Aikau. In recent years, and under the watchful eye of his father, Clyde's son Ha'a could also be spotted straddling his surfboard in the lineup.

Without exception, the athletes that venture out on big days in Waimea put their lives in peril, yet for Clyde and Ha'a there was even more at stake. For this pair, the success or failure of their ride was inseparable from the culturally bound duty of preserving the legacy of the Aikau family. It is here where we witness how the fulfillment of this responsibility rests upon the outcome of a mentoring relationship between a parent and a child, in this case a father and son.

Purpose of Study

The purpose of this study was to examine the experiences of fathers and their emerging adult sons who were engaged in mentoring relationships, through a mixed-method study, in hope of finding ways their experiences could benefit other families who are either in these types of relationships or considering them. Further, this study aimed to demonstrate that mentoring can be differentiated from parenting and that the exclusion of parent/child dyads in mentoring literature is at odds with reality. Specifically, I will explore the dynamics of father/son mentoring to build understanding of these relationships to demonstrate that examples do exist both formally and informally across the regions and cultures represented in this study.

I believed that the development of a parent-as-mentor typology could offer significant benefit to parents and emerging adult children who are currently in mentoring relationships, or who might develop them, and to identify benefits and pitfalls for families interested in exploring this kind of relationship. Further, it was also an assumption that this typology would have interdisciplinary benefit for areas including learning, human development, parenting, disenfranchised youth, and the broader practice of mentoring. From my experience of working

with families in education, mental health, and family business consulting, there appears to be promise and opportunity to promote and advance learning between generations. This dissertation begins with the continuation of the above story about the mentoring relationship between a professional surfer and his son.

The Story of Clyde and Ha‘a Aikau

From the time Ha‘a was four-years old, his mother, Elani Aikau, could remember him following Clyde everywhere, “even down to the water.” She said that Ha‘a would wrap his arms around his father’s neck and lay on his back while Clyde would paddle his surfboard out into the waves. Clyde said that he would take his son to catch small waves and help him “get a feel” for the water and how to surf. Outside of the water, Ha‘a also paid close attention to his father when he was loading gear or talking to him about the different places or things they needed to think about related to surfing. In addition to teaching his son about the water, Clyde said that he stressed the importance of a good attitude and often told his son, “I don’t care how great a surfer you are, the attitude that you give out is what will actually carry you a lot further in life.” In addition to being a good waterman, he wanted his son to understand the importance of being a “good, kind” and “caring person.”

As Ha‘a entered his teen years, Clyde also began teaching him other skills required of professional surfers including finding ways to financially sustain himself and networking. Key to Ha‘a’s success as an aspiring pro-surfer was the need to develop skills for finding jobs that would provide reliable income and allow for a flexible schedule so that he would have time to be on the water for practice and competitions. Often, during this time, father and son worked side-by-side caring for animals, cooking and selling food, teaching surfing, and leading guided ocean tours for vacationers. Clyde also began introducing his son to his professional network. Clyde

said, “after being in the professional surfing world for over 40 years, I know a lot of people.” As Ha‘a entered his late-teens, Clyde made it a priority to leverage his professional connections with a goal of connecting his son to financial sponsorship and other mentors. Around this time, Clyde also began occasionally “sitting out” during surf sessions so that he could watch his son and provide feedback on his performance.

Clyde was a public figure, surfing-icon, and spokesman for the Eddie Aikau Foundation. In these roles, Clyde was often sought out as a speaker and community leader for both surfing and cultural events in Hawai‘i. Astute to the significance of his position and with a desire to inspire his son to follow in his footsteps, Clyde often brought his son along when he was asked to speak to large groups or lead cultural ceremonies. These engagements were part of fulfilling the mission of the foundation which was to pay “tribute” to the legacy of Clyde’s deceased brother, Eddie Aikau and to promote “education and the advancement of Hawaiian Culture” (“Eddie Aikau Foundation Mission,” 2006). Though Ha‘a’s seemed to be developing his skills as a surfer, the public-figure side of Clyde’s life was one where his son remained an observer, not a co-participant.

Without consideration of the cultural values of the Aikau family, their story might have appeared to be a tale of a professional surfer trying to mentor his son into the world of professional surfing. However, in this case, surfing was only a part of the implicit vision shared between Clyde and his son. In addition to surfing, Clyde also thought a great deal about the perpetuation of their family’s cultural legacy when interacting with his son. During one conversation, he told me the story of his family history in Hawai‘i. Clyde described the ancient practice of Hawaiian Kings who would entrust the stewardship of important resources to trusted advisors. Clyde went on to describe how, in the late 18th century, King Kamehameha appointed

his great, great grandfather, Kahuna Nui Hewahewa as the steward of Waimea Bay and Valley (C. Aikau, personal communication June 16, 2016). He said that when Hewahewa died in 1837, it seemed that the family connection to Waimea was lost. Over a century later and in what Clyde described as the fulfillment of “destiny,” the Aikau family was given another chance to reclaim their lost connection to Waimea. In 1967, his brother, Eddie, became the first lifeguard of Waimea Bay. According to Clyde, Eddie’s appointment was seen as a significant moment to a disenfranchised Hawaiian community and marked the reunification of his family to their history with Waimea Bay.

In 1978, when Eddie vanished at sea while trying to rescue fellow crewmembers on the *Hōkūle‘a*, a Hawaiian sailing canoe, his role as a community peace-maker combined with his heroic deeds helped to elevate his fame to mythical levels. In 1984, along with other members of the Hawaiian surfing community, Clyde helped to establish the Eddie Aikau Big Wave Invitational surfing competition. Almost instantaneously, the event became one of the most prestigious big wave surfing competitions in the world. Created to commemorate Eddie’s contributions to surfing and the Hawaiian community, the event solidified the Aikau family connection to Waimea. Over the decades that followed, Clyde perpetuated his family’s legacy as both a competitor and, like his brother, a community leader. As Ha‘a grew into a young man, Clyde set his ambitions on mentoring him to follow in his footsteps as a surfer and ambassador to the Hawaiian community. During one of our interviews, Clyde said he hoped there would always be an Aikau “leading” and in the lineup during “the Eddie.” After a pause, he added, somewhat somberly, that he knew there might come a time when this vision might have to “skip” a generation.

In 2015, Ha'a's pursuit of a professional surfing career was dealt a significant setback when he sustained a severe shoulder injury after hitting the reef while training. Repairing the injury required several surgeries and resulted in Ha'a missing the entire 2016 competition season. In the time that followed, and based on follow-up conversations with his father, his interest in professional surfing appeared to wane and Ha'a began spending more time learning about cooking. In early 2016, Clyde and Eleni reported that Ha'a had expressed interest in partnering with his father start his own food truck. In February 2016, at the age of 66, Clyde officially retired from competing in big wave surfing and started investing more time in the Eddie Aikau Foundation.

Despite real-world examples of parent/child mentoring like Clyde and Ha'a, studies focusing on the unique contributions of familial mentoring relationships remain nearly unexplored in the literature. The absence of study in this area leaves families like the Aikau's to develop these relationships without the benefit of past wisdom and best practices.

Statement of the Problem

In 2002, the Harvard School of Public Health and MENTOR: The National Mentoring Partnership declared January as National Mentoring Month (NMM). Since that time, NMM grew to include three new partners; the Corporation for National and Community Service, the Office of Juvenile Justice and Delinquency Prevention, and the United Way Worldwide. Since NMM was established, both the executive and legislative branches of the United States government have provided formal support through the annual endorsement of the NMM program ("About NMM," 2014). In 2010, President Obama established a White House mentoring program that paired 20 high school students from Washington D.C. with a staffer/mentor for one

year (Strautmanis, 2010). This program was designed to encourage academic achievement, community service, and personal and professional development.

In 2015, President Barack Obama continued the tradition of executive support for mentoring and, once again, formally proclaimed the month of January as National Mentoring Month (Obama, 2015). Within his proclamation, he cited the power of effective mentoring programs to positively influence the development of both individuals and the broader society. President Obama (2013; 2014; 2015) also stressed the need for more mentoring programs in the areas of academics, youth, responsible parenting, and business and encouraged participation from both public and private sectors. In addition to his support for the NMM program, President Obama took steps to promote a National Conversation on Fatherhood and Personal Responsibility (Strautmanis, 2010). Viewed as a natural partner to NMM, this program included a shared emphasis on finding ways to harness the power of mentoring, and its known benefits, to develop strategies that could improve parenting practices and engagement.

During a 2014 meeting with faculty at the University of Hawaii (UH), the Dean of the College of Education, Donald Young, presented a new focus being proposed by the Hawaii Department of Education (HIDOE). The proposal included placing emphasis on the development of effective mentoring programs across educational settings (M. Salzman, personal communication, February 24, 2014). This included reference to the Hawaii Teacher Induction and Mentoring Program which resulted in the development of the UH SONG program (Supporting Our New Graduates) (K. Ratliffe, personal communication February 21, 2017). Along with national programs and initiatives, this call for mentoring was a clear indicator of the ever-growing status of mentoring in our society.

The benefits of mentoring relationships have been identified across individual, organizational, and societal levels (Clutterbuck, 2013; Jacobi, 1991; Kram, 1985; Lockwood, Evans, & Eby, 2010). Mentoring has been connected to the promotion of social, emotional, professional, and educational development among both protégés and their mentors (Kram, 1985; Lockwood et al., 2010). For youth, the presence of a good mentor has been shown to lower the likelihood of substance abuse, violence, and truancy (Hurd, Varner, & Rowley, 2013; Rhodes, Ebert, & Fischer, 1992; Schwartz, Rhodes, Spencer, & Grossman, 2013). Youth with mentors also tended to do better in school and were more likely to participate in extracurricular activities (Delgado-Gaitan, 1994; Dubois & Silverthorn, 2005). In academia, mentoring was linked to higher academic achievement, increased learning, increased publishing, better career outcomes, and alumni loyalty to their institution (Johnson, 2010). In the workplace, mentoring was connected to positive career outcomes including higher job satisfaction and salaries, promotions, improved work-related self-efficacy and work attitudes, and career advancement (Allen & Eby, 2010; Dominguez, 2017).

According to information presented by the National Fatherhood Initiative (Why Fatherhood Matters, 2014), father neglect and absence are disproportionately represented amongst the family histories of those convicted of murder and rape, incarcerated individuals, drop outs, violent offenders, victims of suicide, psychiatric populations, and teen runaways (Harper & McLanahan, 2004). Antithetical to these data, a study on incarcerated fathers found that those who maintained contact with their children had an increased likelihood of participating in job training, securing and maintaining a job after being released (Glaze & Maruschak, 2008). Identification of family mentoring best practices and pedagogy may present an opportunity to address these societal issues.

As a researcher, counselor, and educator, I believe that though the identification of strategies and skills being used in exemplary family mentoring relationships can help support families engaged in mentoring and future research efforts in this genre. In addition, I also believe the development of a familial mentoring pedagogy presents the opportunity to offer an antithetical approach to neglect and absenteeism. This may, in turn, act to reduce the incidence of disengaged fathers and alienation of youth by connecting people to purposeful communities and networks.

The story of Clyde and Ha'a is one example of a familial relationship that shares many similarities with prevailing definitions of mentoring relationships. Whether it is an example like theirs, a relationship related to family business succession, or Eastern traditions such as the sempai-kohai relationship in which a senior colleague supports the development or learning of a younger colleague, history points to a lasting tradition of learning relationships between family members (DuBois & Karcher, 2014). Unfortunately, despite the presence of real-world examples of familial mentoring dyads, they are often dismissed as viable mentoring relationships from existing research and literature (Bearman, Blake-Beard, Hunt, & Crosby, 2010).

Bearman and associates (2010) suggested that researchers interested in studying parents who mentor their children be prepared to go against the "growing consensus" about "how to define mentoring" (p. 377). Specifically, they referred to the belief that mentoring could not be differentiated from parenting in cases involving parents and their children. Further evidence of this belief was present in the statement, "other than your parent or whoever raised you" (Rhodes et al., 1992, p. 449) that was commonly used in the mentoring selection criteria of mentoring studies (Nunes & Dashew, 2017). Further, I believe this practice has contributed to a false generalization amongst mentoring researchers about the plausibility of parents mentoring their

children. I also believe this practice has contributed towards a scarcity of literature investigating parents who mentor their children. At the time of this research, this problem represented a gap that warranted formal exploration.

Overview of the Dissertation

This manuscript reflects findings from a mixed-method study on fathers and emerging adult sons who were engaged in a mentoring relationship. The term “emerging adults” is used to describe the developmental stage of young adults between the ages of 18 to 29 (Arnett, 2000; Arnett, 2014). The principal feature of emerging adults is that they perceive themselves to be neither child, nor adult.

Using an embedded mixed method research design where grounded theory guided data collection and analysis, I conducted a multiple case-study exploration of father-son mentoring dyads. Through qualitative interviews, I sought to identify the strategies, procedures, skills, barriers, and benefits that father-son dyads associated with this relational phenomenon. In addition to interviews, relational quality and relational learning scales (Allen & Eby, 2003) were administered to provide additional descriptive data on both fathers and sons. The scores from these two scales were compared with qualitative findings (Creswell & Plano Clark, 2007). Final discussion includes how the findings related to extant literature from mentoring and sociocultural learning including Rogoff’s (1995) social planes and their associated activities.

CHAPTER 2: LITERATURE REVIEW

In this chapter I present a review of the literature relevant to this study that includes a discussion of mentoring, sociocultural learning theory, and the conceptual framework used to inform aspects of this study. The first section includes a historical and conceptual overview of mentoring. The second section includes an exploration of sociocultural learning theory and some of its key components. The third section highlights the sociocultural framework used for this study followed by a brief summary of the chapter. This chapter concludes with the research questions addressed by this study.

Mentoring

Mentoring has been described as “part and parcel of our human DNA” (Dubois & Karcher, 2014, p. 3) and as a learning relationship that transcends culture (Darling, Hamilton, Toyokawa, & Matsuda, 2002). The following examination of mentoring begins with a historical and conceptual overview. I then discuss definitions and contexts of mentoring, and how mentoring differs from other learning relationships. Finally, I discuss what has worked from both an individual and program standpoint, common barriers to success, how familial mentoring was represented in the literature, and conclude with the operational definition of parent as mentor used for identifying subjects in this study.

Historical and conceptual overview. Dating to the 8th century BC, *The Odyssey* was widely considered the origin of the current use of the word “mentor” (Dova, 2012; Roberts, 1999). In an earlier writing, my colleague and I made the argument that *The Odyssey* could also be viewed as a historical reference to both the implied parental roles of a mentor and the requisite mentoring functions of a parent (Nunes & Dashew, 2017). Our position was based on

the notion that Mentor was acting as a surrogate in the absence of a father, and therefore, some of the inherent duties of mentor were entwined with those of a parent during that time. In this story, the goddess Athena appeared in the visage of the designated human-surrogate, Mentor, to help usher Odysseus and his son, Telemachus, through a series of intellectual and physical obstacles. As mentor and guide, she propelled both forward towards the fulfillment of their destinies, which included Odysseus's homecoming, the reunification of father and son, and entry into adulthood for Telemachus (Dova, 2012).

Despite this ancient origin, the word "mentor" remained largely outside of the English vernacular until 1750 (Oxford English Dictionary Online, 2014). When it first appeared in the Oxford English Dictionary, the word "mentor," identified as a noun, was defined as "a person who acts as guide or advisor to another person, esp. one who is younger and less experienced ("Mentor," 2014, para. 1). The initial appearance of "mentor" followed shortly after the publication of an English translation of the French novel, *Les Adventures de Télémaque*. Written during the late 17th century by Francois Fénelon, the novel was an adaptation of *The Odyssey* that focused on the relationship between Athena, embodied as Mentor, and Telemachus (S. Dova, personal communication, June 13th, 2014; Roberts, 1999). At the time of writing, Fénelon was both the French Archbishop of Cambri and tutor to the grandson of Louis XIV. It was widely believed that Fénelon, a mentor himself, wrote this novel with the intent of creating a tool to educate the young aristocracy on all that encompassed moral and just leadership.

In 1918, the *Oxford English Dictionary* published a revised definition of "mentor" which expanded on the previous definition to also recognize its use as a verb. Specifically, "to act as a mentor" was "to advise or train someone, esp. a younger or less experienced colleague" (Oxford English Dictionary Online, 2014, para. 2). The expansion to the previous definition was

recognition of the ever-growing role of mentoring as a reciprocal and social learning practice in contemporary society.

In the latter half of the 20th century, formal study of mentoring began to emerge in business literature. *The Seasons of a Man's Life* (Levinson, Darrow, Levinson, Klein, & McKee, 1978) was widely referenced as the first study to cite the significance of mentoring relationships in professional and personal development. In this study, researchers noted the important role that mentoring relationships played for subjects in meeting career centered and developmental milestones. Levinson et al. (1978) were also the first to stress a protégé-centric view of mentoring and described a mentor as someone who supports the “realization of the dream” (p. 98) for their protégés.

The Practice of Mentoring. In 1985, Kathy Kram published another seminal book, *Mentoring at Work*, which reported findings from a qualitative study of mentoring dyads. In addition to information about programming and reciprocal roles, Kram identified functions, phases, and complexities of cross-gender mentoring relationships that still serve as the foundation for much of the research that has followed. The primary functions included emotional and psychosocial support, career and professional development, and role modeling. Phases of mentoring include initiation, cultivation, separation, and redefinition (Kram, 1983; Kram 1985). These phases were characterized by varying expectations, areas of focus, and degrees of dependency between mentor and protégé.

The first phase of a mentoring relationship is initiation and marks the beginning of any new mentoring dyad (Kram, 1983; Kram 1985). The cultivation phase typically encompasses the first two to five years of a mentoring relationship and is characterized by “positive expectations” being “tested against reality” (p. 616). During the separation phase the protégé

and mentor begin to transition towards closure. Common to separation is an increase in protégé autonomy. Lastly, in the redefinition phase mentor and protégé formally or informally make decisions about the nature of their post-mentoring relationship.

According to Kram (1983), the early years of a mentoring relationship commonly included a time when mentors and protégés ascribed imagined power and significance to their counterpart. As their relationship evolved, these initial appraisals progressed to become more realistic. Kram saw this as a necessity, for both mentor and protégé, for the relationship to continue to grow and develop. When it came to mixed-gender relationships, mentors and their protégés often struggled with stereotyping, role model issues, and sexual tensions.

In more recent years, mentoring research shifted from an early focus on single dyads to also include research on developmental networks (Chandler & Kram, 2007). Network models of mentoring included consideration for the interactive nature of multiple mentor-like relationships that were of varied duration and were more reciprocal in nature. Chandler and Kram (2007) also highlighted the reciprocal nature of these relationships and how they were characterized by mutual learning between mentor and protégé.

Definitions. Amongst mentoring scholars, it was widely agreed that one of the greatest challenges for researchers was the variance between the operational definitions in the literature (Eby, Rhodes, & Allen, 2010; Dominguez, 2017; Jacobi, 1991). Specifically, while there appeared to be shared themes in the literature, there was often a lack of consensus on a single agreed-upon definition of mentoring. In her highly referenced review of mentoring definitions, Maryann Jacobi (1991) identified 15 different definitions from education, psychology, and business literature. In this study and others (e.g., Dominquez, 2017; Eby et al., 2010), the variation between definitions was referenced as one of the single most pressing issues for

researchers attempting to draw collective conclusions across mentoring studies. In response to these differences, researchers adopted the practice of identifying common themes related to “functions” and “roles” (Jacobi, 1991, p. 508) and commonly referenced instrumental and psychosocial functions and roles of a mentor as a method for comparing findings from different studies (Allen & Eby, 2010, Dominguez, 2017; Jacobi, 1991). Instrumental functions included “sponsorship, coaching, protection, exposure and visibility, and challenging work assignments” (Kram, 1985, p. 23). Psychosocial functions included “role modeling, acceptance-and-confirmation, counseling, and friendship” (p. 23). Jacobi (1991) expanded this list of functions to include (a) providing resources, (b) goal setting, (c) provision of social status, (d) encouragement towards learning, and (e) direct training. Further, there were also common themes that included a reference to mentoring as a reciprocal developmental relationship, characterized by emotional and intellectual connectedness, that takes place through a “dynamic” process (Dominguez, 2017, p. 70) with a focus on benefiting the development of a less-experienced protégé.

Building on the work of Jacobi (1991), Allen and Eby (2010) used context driven definitions from three established fields of mentoring; professional, academic and youth as a framework for the *Blackwell Handbook of Mentoring*. Within these contexts, mentoring was viewed as either formal, where mentors and protégés were assigned to one another, or informal where the relationships developed naturally. Definitions have evolved to differentiate between the less-directive developmental mentoring models of Europe and the more-directed sponsorship models of the United States (Clutterbuck, 2007). Efforts have also been made to understand mentoring through the context of ecological models (Chandler, Kram, & Yip, 2011).

Contexts. In 2017, SAGE publications released an updated edition of their *Handbook of Mentoring* (Clutterbuck, Kochan, Lunsford, Dominguez, & Haddock-Millar, 2017). This edition included a significant expansion of current literature and most significantly, expanded the literature in regard to contexts. Where previous handbooks and literature, such as the *Blackwell Handbook of Mentoring* (Allen & Eby, 2010) and Jacobi (1991) were structured around academic, youth, and business contexts, Clutterbuck and fellow scholars included mentoring research from contexts including differing immigrant populations, cross-gender relationships, military, family members, and diverse populations. In this volume, Lunsford (2017) stressed the importance of mentoring research considering the “influence of contexts” (p. 291) as relates to mentoring outcomes. Specifically, context-specific examples of learning included the need of military cadets to learn about leadership in high-risk environments, the importance of corporation-specific learning for business executives, and the significance of support for academic achievement for at-risk youth. In addition to context-specific learning, mentoring also varied within similar contexts depending on the stages and cultural worldviews (Reeves, 2017) of protégé. For example, the needs of a first-year graduate student are significantly different than those of a student writing a thesis, as are the needs of a domestic versus an international student.

Mentoring versus other learning relationships. Mentoring was chiefly different from other forms of learning relationships due to both the scope of what was being addressed and the characteristics of the relationship. Eby and fellow researchers (2010) compared mentoring to role model-observer, teacher-student, advisor-advisee, supervisor-subordinate, and coach-client relationships. The constructs used for their assessment included, “context, primary scope of influence, degree of mutuality, relational initiation, relational closeness, interaction required” and

“power difference” (p. 11). Within these constructs, and consistent with the role-model function of a mentor, Eby and fellow researchers (2010) found that while mentoring most closely resembled the role model-observer relationship, there remained some distinct differences. Specifically, mentoring was categorized by mutuality, relational closeness, and regular interaction, where role modeling may or may not require, or include, any of these features.

When compared to the other types of learning relationships such as teacher/student and master/apprentice, mentoring also had noted differences (Eby et al., 2010; Kram, 1985; Jacobi, 1991; Haggard et al., 2010). Mentoring existed across a broader set of contexts, included the potential for far-reaching developmental influence, had a broader range of mutuality and closeness, and was initiated by either formal or informal means. Mentoring also covered a range of power differentials between the senior and junior members of the relationship that were not similarly represented in these other relationships. While practices and functions from other forms of developmental relationships such as apprenticeships, teacher/student, and coaching may be found to exist within a mentor/protégé relationship, these roles are best understood as secondary to the more complex role of mentoring (Spencer, 2010). In cases where these features did become part of the relationship, it is likely that the role of the teacher or master was transitioning into that of a mentor.

What works. While evidence-based practices for mentoring remained scarce, research pointed to preferred mentor “competencies” (Dominguez, 2017, p. 79) and program practices that were associated with favorable outcomes. Effective mentors tended to have strong organizational and interpersonal skills, the ability to supervise others, context knowledge, status in their fields, patience, and an interest in developing others (Sanyal, 2017; Morton-Cooper & Palmer, 2000). Additionally, Clutterbuck (2014) presented a set of ten key competencies for

mentors that included (a) self-awareness, (b) competent communicator, (c) sense of humor, (d) interest in developing others, (e) ability to set effective goals, (f) understanding of human behavior, (g) knowledge of mentoring frameworks, (h) business or context knowledge, (i) commitment to personal development, and (j) the ability to manage relationships. Furthermore, effective mentoring relationships were often characterized by high degrees of learning and relational quality by protégés (Allen & Eby, 2003).

Effective mentoring programs required both competency on the part of mentors and the inclusion-specific standards and structures (Dominquez, 2017). As a guide to program developers, the International Mentoring Association (IMA) recommended six program standards: (a) clear vision of program scope, (b) clear roles and responsibilities for leadership, (c) strategies for mentoring selection and assignment, (d) professional development for mentors, (e) use of formative assessments, and (f) ongoing program evaluation.

Barriers to effective mentoring relationships. Mentoring is not always a positive experience. One of the most common barriers to an effective mentoring relationship was mentors and/or protégés who lacked commitment or interest in the relationship (Dominquez, 2017; Sanyal, 2017). Further, problems with lack of engagement could be symptomatic that one or both of the members had an agenda that was divergent from a focus of the mentoring relationship or the development of the protégé.

Sanyal (2017) differentiated between ineffective mentors and ineffective protégés. Ineffective mentors often had one or more of the following traits; they commonly failed to allocate enough time, had their own agendas, focused on their own development, were manipulative or inauthentic, were poor communicators, or lacked emotional intelligence. Ineffective protégés were often not engaged or committed to the process, lacked confidence, had

a difficult time connecting with their mentors, or were overly-confident or arrogant. Sanyal noted that, in some cases, problems with the protégé were actually the result of inadequacies in their mentors.

Familial mentoring. In a search of electronic data bases that included ERIC, Academic Search Complete, Business Sources Complete, Psychology and Behavioral Sciences Collection, and PsycNET, I found examples of research examining familial mentoring to be scarce. Studies that included reference to parents as mentors were even more scarce. Across these data bases, I found that variations of the word *parent* combined with truncated versions of *mentoring* produced the largest number of search results (N=179), however, during the course of my review I discovered the vast majority of these studies referred to mentoring for parents, not parents mentoring their children. Among the studies identified, only six contained findings which differentiated the impacts and contributions of parents as a unique category of mentors (Cook-Cottone, 2004; Darling et al., 2002; Delgado-Gaitan, Ruiz, 1992; Delgado-Gaitan, 1986; Kaslow, 2005; McGehee, Raby, Carney, Lee, & Reyes, 2007). In other studies that included parents as viable mentors, the social roles of mentors were not considered in the final analyses. Findings were generalized across mentors regardless of their relationship to the protégé. Even among these limited studies, there was inconsistency in the terminology for parents as mentors, the definitions of mentoring, and the way the studies were classified. In addition, very few of these studies attempted to target the unique contributions of familial mentors. Further, these studies were disproportionately dependent on samples from the United States. When compared to the number of peer-reviewed studies of non-familial mentoring relationships revealed in a search of google scholar, familial mentoring studies represented less than one percent of the total. Where familial mentors were present, findings were often limited to demographic data. Exceptions to

this were found in three studies. One examined naturally occurring mentors in Japan and the United States (Darling et al., 2002). Another focused on the characteristics of natural mentoring relationships (DuBois & Silverthorn (2005), and a final study examined the functional roles of important non-family adults for mentoring youth (Hamilton, Hamilton, & DuBois, 2016).

Parenting versus parenting as a mentor. In order to differentiate parents who were mentors from those who were not, it is important to first recognize that, while some parenting strategies may overlap with mentoring practices, parents “do not become mentors simply by virtue of parenthood” (Bearman et al., 2010, p. 376). Case-selection criteria for this study, discussed in the methods section, was partially defined by the operational definition of parent as mentor I developed in a previous writing (Nunes (2014)). In that work, I merged operational definitions from mentoring, key concepts from sociocultural learning theory, and considerations from literature on parenting, and reported that the central feature of a parent who was also a mentor was evidence that the parent was skillfully assisting the child to become a participating member of a culturally-congruent community of practice.

In Bearman et al. (2010), the authors identified challenges for researchers interested in exploring parent-mentor relationships. One of the most significant challenges identified was the perceived consensus of existing researchers that a parent could not be considered a mentor. For those who would go against the prevailing literature, the authors suggested that researchers reference the foundational operational components established by mentoring literature and contradictory features present in any new definition. In response to this, I presented an operational definition of “parent-as-mentor” to assist in identifying dyads that were exceeding the parameters of traditional parenting in ways that were consistent with mentoring relationships (Nunes, 2014).

The following explanation of parent/child mentoring was derived from components and conditions from mentoring, social learning theory, and parenting literature. Findings from literature were reviewed and divided into three categories; parenting, confounding between parenting and mentoring, and mentoring (*see figure 1*). Items from literature about parenting only (*section A*) focused on behaviors inherent to the provision of basic and essential needs and physical development. Literature addressing confounding variables between parenting and mentoring (*section B*) included interactions specific to intellectual, social, and moral development. Literature specific to mentoring only (*section C*) identified items related to actions with the specific intent of supporting the child's participation within a community of practice. Referencing *figure 1*, the defining parent-as-mentor behaviors were identified when parents were, in addition to their other roles, engaging in behaviors that reside in *section C*.

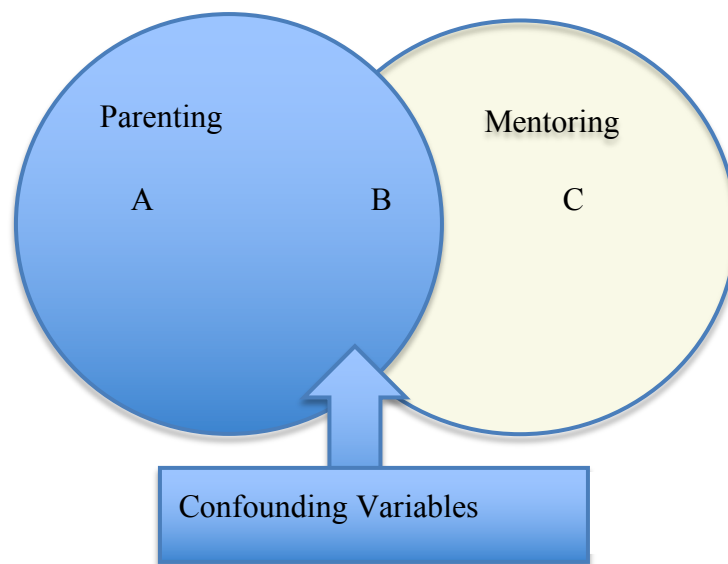


Figure 1. Diagram of the parent as mentor operational definition.

The behaviors from *section C* are summarized in greater detail as follows (Nunes, 2014, p. 16):

- The parent was guiding the child in a domain or through a skill set where his or her own level of expertise, status, and/or success would have qualified him or her to mentor a non-family member in the given field or area of practice (Jacobi, 1991, Lockwood et al., 2010).
- Parent and child were engaging in interactions with a focus on achievement in long-term and shared goals related to personal development as applied to participation in culturally congruent professional, academic, or specialized community or communities (Allen & Eby, 2003; Bearman et al., 2010; Jacobi, 1991; Kram 1985; Lave & Wenger, 1991).
- Parent/child interactions contributed toward the child becoming a full member of a chosen professional or specialized community of practice (Johnson, 2002; Kram, 1985; Lave & Wenger, 1991).
- Outcomes that determined success were driven by the needs, vision, goals, and values of the protégé/child (Clutterbuck, 2008; Clutterbuck, 2013).
- The adult child was a willing participant.
- All actions were developmentally appropriate.

In earlier work (Nunes, 2013; Nunes, 2014), I stressed that (a) the parent should have possessed either domain expertise or skills sets specific to a mentoring relationship, (b) the central function of the relationship was to help the child successfully participate within his or her chosen community of practice (Johnson, 2002; Kram, 1985; Lave & Wenger, 1991) and (c), exchanges between the parent and child should have focused on developmentally appropriate tasks.

Reflecting back on Clyde and Ha'a, we can find many of these features present in their story. As an internationally recognized professional surfer and community organizer, Clyde

clearly had the level of expertise, status and success to qualify as a mentor for a non-family member. The goals for this father and son were focused on long-term outcomes and were related to Ha'a's personal development and participation in the Hawaiian cultural community of surfing. While there were also aspects of the needs, vision, goals, and values that were focused on what Clyde wanted, overall, they were protégé driven. Ha'a was a willing participant. The activities they engaged in grew in sophistication and challenge as Ha'a matured and became more skillful.

Sociocultural learning theory

In grounded theory research, the use of theoretical frameworks in the design of a study is intended to assist the researcher in formulating semi-structured interview questions and identifying “conceptual areas to be investigated” (Corbin & Strauss, 2014, p. 50). Once analysis is completed, the researcher connects the data to existing frameworks and compares them as would be done in any other methodology. In order to remain true to these tenets of grounded theory, this study began with a broad sociocultural perspective that was refined to focus on Rogoff's (1995) planes after relevant themes emerged from the data.

Well suited to examine various aspects of mentoring relationships, a sociocultural perspective focuses on how the individual, the social world, and their contexts impacted the individual's learning and behavior (McInerney, Walker, & Liem, 2011). Specifically, a sociocultural approach aligns with the idea that mentoring relationships are dynamic and reciprocal and recognizes that humans are inherently social and that they are both influenced-by and influencers-to their cultural and historical surroundings. Thus, in order to gain a thorough understanding of development that take place through mentoring, we must examine individuals and their dynamic relationship to the cultural system or context with which they are interacting. The following section includes an overview of sociocultural learning theory and some of the

associated key concepts including mediation, interpsychological and intrapsychological processes, the zone of proximal development, and appropriation.

Vygotsky. A Russian psychologist, Lev Vygotsky is widely referenced for his seminal contributions to cultural-historical theory of human development (Davidson & Davidson, 1994; John-Steiner & Mahn, 1996; Van Oers, 2008; Vygotsky, 1978). During the 1920s and 1930s, Vygotsky's work challenged the prevailing behavioral and psychoanalytic views of the time. Where behaviorists were focused on the influences of external factors and psychoanalysts on internal factors, Vygotsky argued that they were intricately intertwined (John-Steiner & Mahn, 1996; Rogoff, 1995; Vygotsky, 1978). Specifically, he said that the internal and external processes involved in human development could not be separated. Vygotsky (1978) believed that human development was “rooted in society and culture” (p. 7). According to his theory, development involved simultaneous consideration of the dynamic and concurrent interaction between both interpersonal and intrapersonal experiences and processes.

Central to sociocultural theory is the concept of mediation. Specifically, Vygotsky (1978) proposed that human development was socially mediated by physical and psychological tools and signs drawn from culturally influenced “symbol systems” (Jaramillo, 1996; John-Steiner & Mahn, 1996, p. 191; Rogoff, 2008). Vygotsky described the use and corresponding appropriation of tools and symbols as semiotic mediation (Wertsch, 1985; Wertsch, 1991). Semiotics included spoken and written language, number systems, drawings, and other cultural artifacts. Of these tools and signs, Vygotsky considered spoken language, both verbal and internal, to be the primary mechanism of thought that supported the development of higher mental functions in learners (Vygotsky, 1978; John-Steiner & Mahn, 1996).

In addition to the importance of symbol systems, Vygotsky argued that researchers needed to consider the historical and cultural contexts of individuals and groups (Jaramillo, 1996; John-Steiner & Mahn, 1996). Specifically, he called upon researchers to go beyond the lab and to study “changes in behavior” as they occurred over time and relative to existing “cultural forms of behavior” (Vygotsky, 1978, p. 6). Fundamental to Vygotsky’s cultural-historical theory were the notions that (a) children play a role in the formation of knowledge, (b) learning can set development into motion, and (c) language, including non-verbal forms is central to the process of development (Davidson & Davidson, 1994). Where Piaget believed that development was requisite to learning, Vygotsky believed that learning could lead development and that children acted as co-creators of knowledge through social interactions with more-experienced others (Vygotsky, 1978). Though he believed that development was “simultaneously an individual and social process” (John-Steiner & Mahn, 1996, p. 197), Vygotsky (1978) recognized the need for researchers to foreground aspects of social and psychological experiences during their analyses. Vygotsky’s theory included discussion of the external social and internal psychological aspects of human experience.

Partially due to his untimely death and the shift in the political climate of Russia during the late 1930s (Vygotsky, 1978), Vygotsky’s work remained relatively unknown to the West for much of the 1940s and 1950s. It wasn’t until the 1960s and 1970s that it started to have broadening influence outside of his home country. It was during this time that his ideas became progressively more influential in contemporary views of learning and development.

Interpsychological and intrapsychological. Vygotsky (1978) believed that human development could be observed through a child’s transition from relying upon lower forms of behavior that include unconditioned or innate abilities, to more sophisticated or higher

psychological functions. These higher functions included focused attention, deliberate memory, and symbolic thought (Bodrova & Leong, 2003; Davidson & Davidson, 1994). Vygotsky wrote,

Every function in the cultural development of the child comes on the stage twice, in two respects; first in the social, later in the psychological, first in relations between people as an interpsychological category, afterwards within the child as an intrapsychological category (p. 57).

To demonstrate this point, Vygotsky (1978) used the example of an infant attempting to secure and object that is beyond reach. Originally, the child acts through reflexes, a lower form of behavior, by grasping for an object out of reach. After a parent takes notice, and brings the item to the child, things begin to change. Vygotsky (1978) described this interpsychological interaction with the parent as the point at which the developing child begins to understand reaching in a different way. Through this process the child begins to understand that the physical act of pointing can be used to purposefully communicate a need for outside help to secure something outside of reach. Essentially, internal mental processes originate through social interactions (van der Veer, 2008).

Zone of proximal development. Another concept central to Vygotsky's theory was the zone of proximal development (ZPD) (Davidson & Davidson, 1994; Jaramillo, 1996; Tharp & Gallimore, 1988; Vygotsky, 1978). Vygotsky (1978) defined the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (p. 86)." Conceptually, the ZPD can be seen as a way to operationalize the role of a teacher in student development. Contemporaries of Vygotsky emphasized that "adult guidance" was not restricted to social interactions and could include

artifacts including texts, films, posters, and other physical resources or forms of assistive technologies (Brown, Collings, & Duguid, 1989; Jaramillo, 1996; Rogoff, 2008). Learning that took place within the ZPD was described as dynamic and was supported through the associated concept of modeling and scaffolding (Bodrova & Leong, 1998; Bodrova & Leong, 2003; Jaramillo, 1996; Wood, Bruner, & Ross, 1976). Scaffolding is described as a process in which a more experienced *other* breaks lessons into progressive stages to facilitate learning.

Consistent with Vygotsky's belief that development takes place first on the social plane, and then followed by the internal plane, Tharp and Gallimore (1988) presented a four-stage model of the ZPD. Their model addressed the dynamic way in which individuals shift between accessing more capable others and using self-talk to advance their understanding of new knowledge. In stage one, acting on new knowledge requires outside help. If we look at the example of the Aikau family, the activities of this first stage would have included Clyde providing instruction and demonstration to Ha'a. In stage two, a person begins to use self-talk and other means of progressing their own learning. For Ha'a, this would have included inner-dialogue about what he heard and observed from his father. Stage three marks the time that new learning becomes crystalized for the learner. Here, Ha'a would be venturing into the surf by himself and demonstrating through his actions what he learned from the prior stages. Finally, in stage four, continued advancement in understanding requires a person to re-test and build on their understanding through the support of external sources. This final stage was represented by the coaching that Ha'a received from his father after his independent surfing sessions. Essentially, these stages lead us through Ha'a participating as a peripheral observer and advancing to progressively more sophisticated levels of activity as his skill progressed.

Appropriation. Where teachers interact through effectively engaging within the ZPD, students, in turn, assimilate these social experiences into their development through the process of appropriation (John-Steiner & Mahn, 1996; Rogoff, 2008). Specifically, appropriation refers to the process by which a learner adopts the use of psychological or physical tools drawn from social interactions with more experienced others. These psychological and physical tools are “not invented by the individual in isolation” (John-Steiner & Mahn, 1996, p. 193); they are developed over time and given meaning through social interactions within a given culture.

Not to be confused with internalization, which implied that something fixed was “taken across a boundary from the external to the internal,” appropriation viewed the act of social participation as the mechanism by which a person gained “facility in an activity.” In other words, child development is situated within the process of social interaction (Wertsch, 1985). By Vygotsky’s summation, the social is inseparable from the internal and learning is imbedded in interaction. This includes when a child is engaged in internal dialogue about personal experiences (Rogoff, 2008). Through this process of connecting socially-mediated meaning to actions, the child demonstrates the development of higher psychological functions (Rogoff, 1995, p. 12).

Framework

In effort to develop a meaningful way for researchers to explore and discuss sociocultural development and its associated processes, Rogoff (1995) proposed a framework that focuses on three contextual planes and the corresponding activities of individuals. The three social planes include the community/institutional, interpersonal, and personal. The corresponding activities include apprenticeship, guided participation, and participatory appropriation. The model was developed with the intention of providing a practical way to interpret transformations within and

between individuals and their environments and my findings suggest that it is also well suited for examining the act of familial mentoring. Of particular utility, this model allows researchers to foreground various planes and activities, enabling a researcher to communicate clearly about the nuances found across the entire spectrum of experience for the “individual and the sociocultural environment” (p. 139). Though each of these three planes may be foregrounded, they do not exist in isolation and proper analysis includes simultaneous consideration of the other planes in the background. Rogoff (1995) used the analogy of human organs to demonstrate this point. Specifically, someone studying human physiology might examine the heart, but that analysis would be incomplete if it did not include consideration for the role of the heart as relates to the other organs and functions of the body. In the case of mentoring, the use of this framework allows a researcher to examine the interrelationship between context, interpersonal interactions, and the personal transformation for mentors and their protégés.

Community plane and apprenticeship. The community plane foregrounds interactions and cultural tools that exist between individuals as related to their broader cultural communities (Rogoff, 1995). Interactions at this level are chiefly influenced by the “constraints and resources” (p. 145) that are “provided by traditions and practices.” From this perspective, participants, tools, resources, and practices evolve over time to reflect the developmental relationship between the broader cultural environment and its members. The associated activity in the community plane is apprenticeship (Rogoff, 1995, Rogoff, Topping, Baker-Sennett, & Lacasa, 2002). Apprenticeship was characterized as novices interacting with more experienced others while participating within the cultural activities of a community of practice to advance their skills and knowledge. According to Rogoff (1995), apprenticeship relationships influenced “practices and goals” related to the “activities to which they contribute” (Rogoff, 1995, p. 144).

The community plane can be used to foreground aspects of Clyde and Ha'a's mentoring relationship relative to the way they used or were influenced by the established tools, resources, and traditions of the cultural practice of surfing. At the community level, a researcher might explore how advances in surfboard design impact the physical act of surfing or how the commercialism of the activity creates opportunities for talented riders to earn money to sustain their participation in the sport. A researcher might also look at how the place of surfing in Hawaiian culture influenced the priorities of Clyde and Ha'a and how this impacted the interpersonal and personal actions and experiences of both father and son.

Interpersonal plane and guided participation. At the interpersonal level, the focus for analysis are the activities that take place between individuals and the associated activity of guided participation (Rogoff, 1995; Rogoff et. al, 2002). Interactions at this level are “tacit or explicit, face-to-face or distal” (p. 146). For an interaction to be interpersonal, it does not necessarily require that all participants be aware that they are engaged with one another. Specifically, participants may include people who are known or unknown to each other, such as peers, experts, community members, family, and even “distant heroes” (p. 147). In the case of Clyde and Ha'a, this plane could be used to foreground the face-to-face interactions between father and son. Analysis at this level may also explore the influence of distal role models for both father and son, such as Eddie Aikau, Ha'a's uncle. When Clyde paddled out with Ha'a holding onto his neck as a child, he was guiding the participation of his son into the world of surfing. Similarly, interactions that included discussing weather forecasts, preparing equipment, and coaching and instruction could all be considered examples of guided participation.

Personal plane and participatory appropriation. At the level of the personal plane, attention is directed toward changes that influence personal “understanding of and responsibility

for” the way individuals participate in sociocultural activities (Rogoff, 1995, p. 150). The associated activity of this plane is participatory appropriation. In the case of the Aikau family, examples of development at this level include changes in the way Ha‘a took on responsibility or displayed initiative in response to aspects of his interactions with Clyde and the broader community of surfing. Some of these changes included increasingly more sophisticated use of cultural tools including his ability to interpret weather forecasts, seek out opportunities to surf independent of his father, his growing capability in the physical act of surfing, and his progressive interests towards personal career choices such as running his own food truck.

Analysis at this level includes consideration for participatory appropriation. Similar to the afore mentioned appropriation, participatory appropriation is an expansion of Vygotsky’s (1978) concept because of its explicit focus on the participatory-centered nature of learning. Specifically, where appropriation had been used to describe the internalization of static concepts or information, Rogoff (2008) believed that appropriation is activity centered and expressed through changes to participation in subsequent events. Where internalization reflected on learning and development in terms of acquiring fixed bits of information, participatory appropriation views learning and development as a symbiotic process between the individual and the individual’s involvement in the activities of their culture (Rogoff, 2008).

Summary

Mentoring as an educational phenomenon can be interpreted as a culturally contextualized, social learning relationship, with goals and objectives based on advancing the participatory status of the protégé within a community of practice (Bandura, 2001; Jacobi, 1991; Kram 1985, Lave & Wenger, 1991; Haggard, Dougherty, Turban, & Wilbanks, 2011, Nunes, 2014, Vygotsky, 1978). Consistent with a sociocultural perspective of development, interactions

between mentor, protégé, and the cultural contexts of communities are understood to be inseparable (Rogoff, 2008). Further, it is within these communities of practice that meaning is created through the development of co-constructed knowledge, human actions, and skills. Being a reciprocal relationship, both mentor and protégé interact towards mutual development that is often greater than the sum of what is gained by each individual learner.

As a framework for interpreting mentoring, Rogoff's (1995) model provides a structure where findings can be foregrounded to their respective planes and associated sociocultural activities and concepts. Understood in these terms, findings from the research questions, including benefits, barriers, and strategies, can be located and discussed in ways that enhance the likelihood that the lessons can be developed into practical applications. Findings related to the community plane can inform the development and evaluation of broader systems such as parenting programs, educational institutions, and community organizations. Findings from the interpersonal plane can address learning and growth for individuals involved in familial mentoring. Findings from the personal plane can be used to explore and inform development focused at the individual level.

Research Questions

These research questions were crafted with a pragmatic orientation that naturally aligned with a sociocultural perspective on learning. Questions one, two, and three were written in a manner that allowed for findings to potentially be expressed through community, interpersonal, and individual planes (Rogoff, 1995). For example, *procedures* may include the use of cultural tools or knowledge. *Procedures* may also reveal aspects of interpersonal activities about the way father and son worked together. The identification of *skills* stands to reveal the changes that occurred on the individual plane for father and son as a result of the mentoring relationship.

This dissertation study was based on the following research questions as pertains to mentoring relationships between fathers and their emerging adult sons:

1. What are the procedures, strategies, and skill sets being used by fathers and sons in parent as mentor relationships?
2. What are the perceived barriers for fathers and sons in parent as mentor relationships?
3. What are the perceived benefits for fathers and sons in parent as mentor relationships?
4. How do scores in relational quality and relational learning scales relate to findings from RQ1, 2, 3? *Note. Relational quality and relational learning scales are discussed in the methods section.*

CHAPTER 3: METHODS

Study Design

Vygotsky's work was guided by the fundamental questions: "What are children doing?" and, "How are they trying to satisfy task demands?" (Vygotsky, 1978, p. 13). His approach to inquiry included the belief that research findings could be both qualitative and quantitative and should include detailed narrative that would "constitute an important part of experimental findings" (p. 14). Vygotsky also believed that qualitative findings can have the same degree of validity as quantitative findings if researchers carried out their studies "objectively and with scientific rigor" (p. 14). Further, his approach encouraged researchers to seek out and study examples of actual human experience as opposed to limiting exploration to lab settings common to research methodologies being used by behaviorists at the time (Vygotsky, 1978). In my effort to adhere to these tenets, I conducted a mixed-methods study using grounded theory to guide the collection and analysis of qualitative and quantitative data. The primary sources of data in this study included qualitative interviews and scores from two scales.

Given the relative scarcity of literature on the topic of familial mentoring, I made the decision to initiate this research with a pilot study. Both the pilot and main study were IRB approved. Pilot studies are particularly useful for researchers looking to build their understanding of a topic area, to develop or test a research instrument, evaluate instructions for subjects, and to identify or refine research questions for a larger study (Baker, 1994; Corbin & Strauss, 2014; McInerney et al., 2011; Van Teijlingen & Hundley, 2001). In this case, the pilot was conducted for the purpose of identifying potential themes and an interview protocol for the main study. Additionally, through the pilot, I was able to build a general understanding of the phenomenon of familial mentoring that informed the development of research questions,

interview questions, and subject selection criteria for the main study. Lastly, the pilot study (described in a later section) also provided an opportunity to build and practice qualitative research skills before embarking on the main study.

Mixed Method Research

Mixed methods refer to a research design that includes the collection and analysis of both qualitative and quantitative data (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 1998). Philosophically, mixed method research is typically associated with a pragmatic worldview (Creswell & Plano Clark, 2007). This method is often used when a researcher determines that a single data type is insufficient for addressing the research questions. Additionally, another assumption to support the use of mixed methods research is that qualitative and quantitative sources of data will contribute towards a richer understanding than would otherwise be available from a single type of data (Tashakkori & Teddlie, 1998). Mixed method research can include single or multiple phase designs. In this study, I used a single-phase design where I simultaneously gathered qualitative and quantitative data.

Embedded design. In this study, I used an embedded mixed method design (*see figure 2*) where quantitative scale scores were embedded within a qualitative case study design. Due to the limited sample size of the study, quantitative data were analyzed descriptively. Embedded design was selected to provide a richer understanding of the qualitative data. In this case, the qualitative data was the primary focus in analysis with quantitative scale scores providing a secondary supportive role. In embedded design, qualitative and quantitative data can be compared to assess where they are convergent or divergent, the degree to which they support mutual findings, and how they may differ across types of analysis (Creswell & Plano Clark, 2007).

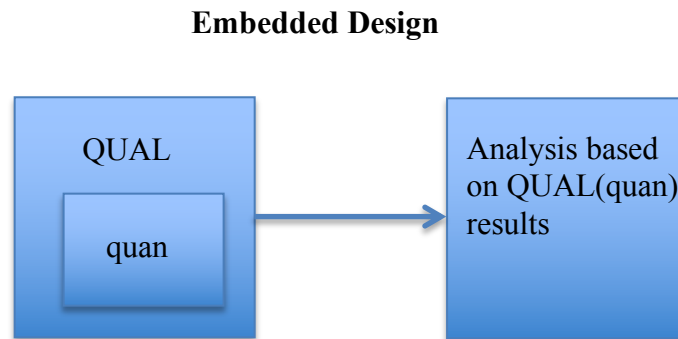


Figure 2. Embedded Design (Creswell & Plano Clark, 2007, p. 68)

Grounded theory

Though grounded theory may be similar to other qualitative methodologies in terms of using interviews, field notes, memos, and documents (Strauss & Corbin, 1994) to examine a social phenomenon (Merriam, 2009), there are several key features that make it distinct from its methodological counterparts. First and foremost, grounded theory research emphasizes the development of a theory that is “grounded in the data” (Corbin & Strauss, 2014, p. 6). Though grounded theories can evolve into grand theories, they tend to be substantive. Second, grounded theory studies rely heavily on the use of constant comparison as an analytic tool (Corbin & Strauss, 2014). Constant comparison refers to a “continuous interplay between the analysis and data collection” (Strauss & Corbin, 1994, p. 273) (see Figure 3). Grounded theory researchers do not wait until data collection is complete to begin analysis, instead, analysis begins immediately after the first data are collected. On-going analysis influences subsequent data collection. Specifically, findings uncovered during the process of constant comparison might lead a researcher to generate new questions or identify new data sources to be explored during the next round of data collection. Where these findings lead researchers to new data sources, this

is referred to as theoretical sampling. Theoretical sampling facilitates the researcher to assume the role of an investigator through building a dynamic and interactive relationship to the data (Corbin & Strauss, 2014).

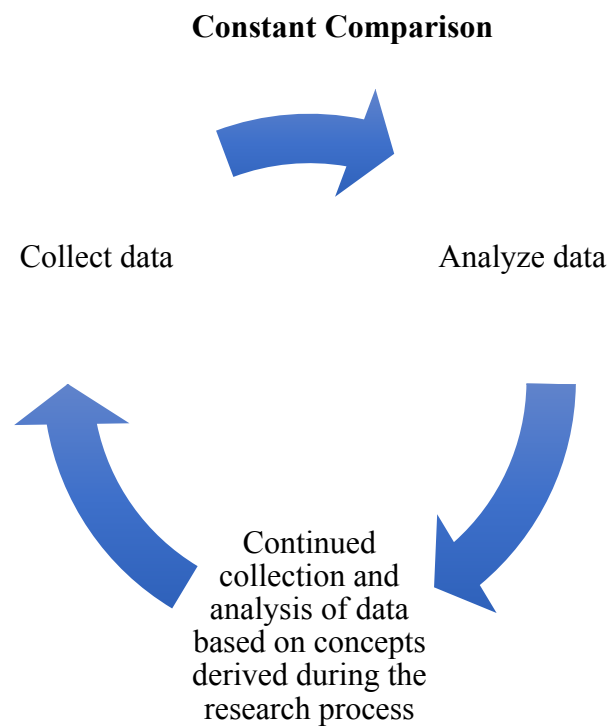


Figure 3. Constant comparison (Corbin & Strauss, 2014, p. 8)

In addition to theory development and constant comparison, grounded theory research includes a unique approach to existing theory. In grounded theory, researchers are encouraged to go against conventional research practices and forgo the use of existing theory during the initial phases of research (Corbin & Strauss, 2014). The only exception to this is in cases, like this study, when existing theory can inform the development of interview questions and the conceptual framework of the inquiry. The intention is to encourage investigators to both approach their topic area with an open mind and to challenge any existing preconceptions about their data (Corbin & Strauss, 2015; Fernández, 2004). This approach also applies to the use of

theoretical frameworks (Corbin & Strauss, 2014). Specifically, researchers should use their data to connect their findings to an existing theoretical framework only after analysis indicates a connection. While research questions may guide the early phases of a study, they are not considered final in grounded theory research. Furthermore, it is not uncommon for the research questions in a grounded theory study to evolve or change entirely so that they “match what study participants were saying” (p. 327). In this study, the pilot was instrumental in developing the research questions used in the main study. As the pilot unfolded, the findings also led me to review literature on social learning, sociocultural learning, parenting, and mentoring. These inquiries contributed to the evolving process of discovery, helped me to make sense of findings, and suggested possible reference points for final integration after data collection was completed.

Case studies. While the primary sources of data in both the pilot and main study were qualitative interviews drafted into case studies, the overarching methodology for this study was grounded theory. The distinction between grounded theory using case studies versus traditional case study research can be made on two fronts. First, a central principle of case study research is that theory guides the gathering of data (Yin, 2014). In a grounded theory approach, the connection to theory emerges from, and is grounded in, the data (Corbin & Strauss, 2014). Second, grounded theory is distinct from case study research in its use of constant comparison. I used constant comparison throughout the data collection for both the pilot and main studies. The use of case studies also provided me with the opportunity to both develop and draw from detailed narratives based on actual human experiences.

Initial data collection for the pilot began in August 2013 and concluded in January 2014. Data collection for the main study began in November 2015 and concluded in July 2016 when it was determined that a saturation point in findings had been reached. Saturation in a grounded

theory study refers to the point in which “all major categories are fully developed, show variation, and are integrated” (Corbin & Strauss, 2014, p. 135).

Pilot Study

Participants. Participation in the pilot study was voluntary and subjects were informed that they could withdraw from the study at any point and without reason. I recruited participants by describing the aim of this study to members of my personal and professional networks and asking if they knew anyone who might be a good fit. Initially, five parent/adult-child pairs were identified and interviewed. One of these pairs was eventually excluded from the study because it was a mother/daughter pair and I was concerned it would not be a good fit with the rest of the dyads due to differences in gender. This issue also led to the decision to focus on fathers and sons for the main study. Ultimately, the pilot study included four father/son pairs. Two of these pairs were from Hawaii, one from the Continental United States, and one from the United Kingdom. Ages of adult children ranged from 30 to 33 years. Ages of the parents ranged from 60 to 75 years. Professional backgrounds included business owners, contractors, and business consultants. Demographic information is provided in Table 1.

Table 1

Pilot Study Demographic Information

<u>Case and Pseudonyms</u>	<u>Region</u>	<u>Age</u>	<u>Occupation</u>
<u>Case 1: Family Business</u>			
Melvyn (father)	Hawai‘i	67	Business Owner
Joseph (son)	Hawai‘i	33	Working for Father

<u>Case 2: Contractors</u>			
Erik (father)	USA	60	Business Owner
Jahlel (son)	USA	30	Working for Father
<u>Case 3: Surfers</u>			
Clyde (father)	Hawai'i	63	Professional Surfer
Ha'a (son)	Hawai'i	20	Professional Surfer
<u>Case 4: Advisors</u>			
George (father)	UK	75	Business Consultant
John (son)	UK	33	Business Consultant

Instruments. Merriam (2009) said that the “key to getting good data” is to “ask good questions,” and that “asking good questions takes practice” (p. 95). She recommended conducting pilot interviews as a way to try out questions, get practice, and to uncover which questions need to be revised or discarded before moving into the main study. To assist in generating a preliminary list of interview questions, Corbin and Strauss (2014) recommended drawing from extant literature. Prior to initiating the pilot, I reviewed literature from mentoring and used some of the key concepts (addressed in chapter 2) to formulate an initial list of questions. I also drew on expert researchers from various departments and colleges at the University of Hawaii, Mānoa. These professors included my then advisor, in the Department of Educational Psychology, a professor from the Shidler College of Business, and a professor from

the Department of Special Education. While none of these professors were experts in mentoring, they all had experience acting as mentors to students and other people at various points in their careers. All three of these professors had experience conducting qualitative interviews. After drafting an initial list of questions, I independently met with each professor to make sure the questions were coherent and free of technical jargon.

The final interview protocol (see Appendix A) included both semi-structured questioning and a prompt for unstructured discussion. Specifically, in addition to pre-determined questions that were asked during all of the interviews, I concluded with the question; “Is there anything else you would like to add?” both during the pilot and the main study. In addition to pre-determined questions, I actively used follow-up questions when I believed responses needed to be explored further. The decision to combine these two types of interviews helped to maintain a degree of consistency across interviews yet allowed participants to be spontaneous.

When drafting the interview questions, I made an effort to generate questions related to experience, behavior, opinion, knowledge, and background (Patton, 2002). I also sought to integrate questions that were idealistic in nature such as, “What would you change about your relationship?” The final version of the interview included 22 questions for the son and 25 for the father. Over the course of the pilot, interview questions were revised, reordered, added and/or discarded based on experiences during the interviews and/or feedback from advisors.

Procedure. Both fathers and sons participated in separate, semi-structured interviews followed by member checking of transcripts. During the interviews, I used the interview guide to make sure that I covered a range of topics, but also remained flexible to the order in which things were discussed. For example, there were times during interviews when one question evoked a response that also applied to other questions that appeared later on the list, in which

case, I would allow the conversation to proceed naturally. At times, I would revisit questions more than once and use paraphrasing to validate that I understood participants' responses. Additionally, when new information surfaced, I used follow-up questions like, "Tell me more about that?" and "Can you explain that in more detail?" and allowed participants to discuss topics that I may not have addressed through the interview questions (Corbin & Strauss, 2014).

Interviews were digitally recorded and stored, then transcribed using a professional transcription service. Two of the dyads were interviewed in-person and the remaining two were interviewed using Skype. These decisions were based on convenience for participants. After transcriptions were completed, I reviewed them against audio recordings a minimum of two times and checked them for accuracy. After completing this review, I provided participants with a written copy of their interviews and instructed them to read and, if necessary, clarify any of their responses and/or give additional feedback. Once participants had completed member-checking, I hand-coded transcripts in search of themes that could be explored during the larger study. Using what Corbin and Strauss referred to as an "integrated approach to data collection and analysis" (p. 69), I used constant comparison during the analysis and to inform subsequent theoretical sampling for future data collection. After each interview, I reviewed the transcripts, completed the initial coding, compared the codes to those identified in other interviews, and when necessary, made changes to the interview questions so that I could follow new leads or promote clarity for subsequent interviews. These revisions included adding, removing, rewording, and re-ordering of questions. Through this process, I was able to generate questions and refine the interview protocol used in the larger study.

Data Analysis. The goals of the pilot study were to identify themes and interview questions that could be used in the main study. After each interview was transcribed, I coded the

interviews for major themes that could be explored both in subsequent pilot interviews and in greater detail during the main study. I also discussed impressions from the interviews with the three professors mentioned previously. My advisor and I then discussed how different theories might apply to the main study. In addition to these conversations, I reviewed field notes and made changes to the interview questions as necessary. In one example, dated from February 2014, I made note that I should remove the question, “What is your job or profession?” after it appeared that this question might be restricting the context to which subjects discussed their mentoring relationships.

Findings from the pilot suggested that participants relied on procedures, strategies, and skill sets to guide their mentoring relationships. Additionally, subjects commonly talked about benefits and barriers. These themes were used to formulate research questions one, two, and three for the main study. At the recommendation of my advisor, I sought out scales that could be used to assess the perceived success of the mentoring relationships and to serve as an additional source of data. The inclusion of these scales (discussed in the main study) led to the development of research question four. Finally, at the conclusion of the pilot study, I drafted the interview guide used for the main study.

Main Study

Participants. Participation in the main study was also voluntary and subjects were informed that they could withdraw for any reason, at any time. Six father/son dyads were interviewed between November 2015 and July 2016. The initial call for subjects (see Appendix B) was conducted in October 2015 using an online mailer distributed to several national and international organizations including the European Mentoring and Coaching Council (EMCC), the International Mentoring Association (IMA), the University of New Mexico Mentoring

Institute (UNMMI), and the Center for School Mental Health at the University of Maryland (CSMH). In addition, I distributed the call for subjects through personal contacts, Facebook, and informal networks and repeated this process several times over the course of the study. In emails and postings, I asked recipients to refer, or self-identify, father/son dyads that seemed consistent with preliminary criteria identified in the email notice. I also used snowballing to recruit additional participants. Snowballing refers to the practice of asking subjects to refer other likely candidates (Merriam, 2009; Small, 2009). In addition to being a very efficient way of recruiting based on the inherent trust associated with the participant being referred by a known associate or friend (Small, 2009), snowballing has also been shown to reduce bias associated with recruitment. Cases one, four, and six included fathers which I knew through professional networks. Cases two, three, and five were referred to me by other participants and members of my professional networks.

As potential participants were identified, I asked sons to answer a set of five screening questions (see Appendix C) to determine the eligibility of each dyad. Screening questions were answered using “yes” and “no” responses. Eligibility of a dyad required the son to respond “yes” to all screening statements. These questions were delivered and responded to through email. As eligible dyads were identified, participants were given the option of acknowledging consent, providing demographic information, and responding to scales either online, through hard copies, or on the phone. All of the participants opted to provide consent and other information during phone calls.

Subjects included fathers and emerging adult sons. Emerging adulthood refers to the developmental period between ages 19 to 29 where members typically no longer identify themselves as teenagers, but often do not feel that they have fully entered adulthood (Arnett,

2014). Efforts were made to access father and son pairs from diverse geographical locations, however, final case selection was based on willingness and suitability of participants. Over the course of participant recruitment, eleven dyads were screened and the final study included six father/son dyads. Five of the eleven pairs were disqualified for various reasons that included; language barriers, age of son, or because they did not reply to follow up emails. The final number of cases was determined by saturation in data collection (Corbin & Strauss, 2014; Merriam, 2009; Starks & Trinidad, 2007).

Subjects in the main study included two father/son pairs from Hawaii, three father/son pairs from the Continental United States, and one pair from Israel. The ages of the sons ranged from 19 to 24 while fathers ranged from 41 to 62-years-old. Professional roles included businessmen, academics, musicians, engineers, clergy, and craftsmen. Academic backgrounds amongst fathers ranged from high school diploma to PhD. The perceived durations of mentoring relationships ranged from under 5 to over 15 years. Unique to cases one and five, the sons were both diagnosed on the autism spectrum at a young age. In both of these instances, these subjects were described as “high functioning” and the participants revealed their diagnosis during our interviews. Given that both of these sons responded to interview questions with rich detail, I did not believe there was any reason to exclude them from the study. In four of the dyads the father was still married to the biological mother. In one case the father was raising his son as a single parent, in another, the father was in his second marriage. Though I used pseudonyms, two cases from my main study involved public figures who might still be identifiable. Though care was given to keep their identities anonymous, in these cases, the participants also gave me permission to reveal their identities in my reports. Demographic information for the participants is given in Table 2.

Table 2

Main Study Demographic Information

<u>Case and Pseudonyms</u>	<u>Region</u>	<u>Age</u>	<u>Schooling</u>	<u>Occupation</u>	<u>Duration of Mentoring</u>
<u>Case 1: Family business (FB)</u>					
Chris (father)	USA	55	Completed undergraduate	Business owner	< 5 years
Paul (son)	USA	19	Attending undergraduate	Student and working for father	>15 years
<u>Case 2: Academia (ACA)</u>					
Sean (father)	USA	45	PhD	Professor	>15
Brian (son)	USA	21	Attending undergraduate	Student	11-15
<u>Case 3: Outrigger (OUT)</u>					
Jimmy (father)	Hawai'i	62	2-year certificate	Traditional boat-builder	>15

Kai (son)	Hawai'i	22	Attending undergraduate	Student and working for father	11-15
<hr/> <u>Case 4: Philosophy and Human Behavior (PHI)</u>					
Yaron (father)	Israel	58	Double Masters and ABD	Rabbi and consultant	>15
Ian (son)	Israel	23	Attending Undergraduate	Student	0-5
<hr/> <u>Case 5: Professional Musicians (MUS)</u>					
David (father)	Hawai'i	41	High School Diploma	Musician	11-15
Noa (son)	Hawai'i	21	High School Diploma	Musician	11-15
<hr/> <u>Case 6: Computer Science and Engineering (ENG)</u>					
Bob (father)	USA	58	Associate Degree	Engineer	>15
Ken (son)	USA	24	Associate Degree	Computer Engineer	>15

Note. This table includes acronyms, in parenthesis, that are used during the remainder of the paper when referring to these cases.

Instruments. Rigorous qualitative research includes the use of multiple data sources (Corbin & Strauss, 2014; Merriam, 2009; Miles, Huberman, & Saldana, 2014). Data sources for the main study included interviews, relational quality and relational learning scales, and field notes. According to Merriam (2009), the use of data which are expressed “through words” (p. 85) is the substance of qualitative research. This describes the majority of sources used in this study. As a methodology, grounded theory encourages researchers to draw on multiple sources of data through which findings and suppositions can be constantly compared and tested for validity (Corbin & Strauss, 2014; Miles et al., 2014). The methodical and constant comparison between data sources is the essence of rigorous grounded theory research (Corbin & Strauss, 2014). In the following section I will discuss the data sources I used for this study in terms of their constitution, how they were developed, and their psychometric properties (in the case of the scales).

Interviews. As discussed earlier in this chapter, the interview questions and process were developed, tested, and refined during the pilot study. At the conclusion of the pilot study a final draft was written that reflected the lessons learned (see Appendix D). I organized and ordered the questions around three key topics; subject conceptualization of mentoring, research questions one and two, and research question three. Conceptualization questions included those about how each of the subjects understood mentoring and what they believed were its contexts. Questions in the next section addressed roles, functions, procedures, strategies, and skill sets. Questions in the third section addressed perceived benefits and barriers. The decision to lead with conceptualization questions was made to both understand how participants thought about mentoring and to establish context. The interviews concluded with an opportunity for

unstructured discussion framed by the question; “Do you have any other thoughts or comments?” Questions gathering basic demographic information were also asked during the interview.

During the main study, the interview guide remained fairly static with two exceptions. In the first case, I made the decision to add the question, “Has your relationship changed over time?” after identifying concepts during coding that appeared to vary over time. After making this change, I contacted participants from earlier interviews and asked them to respond to this question as well. Later, in response to feedback from two committee members after they reviewed the first case study, I added the question “Can you describe in detail a time where you and your son were working together on a project or issue that you believe is a good example of your mentoring relationship?” This question was added for the purpose of encouraging subjects to go beyond just stating their interactions to describing, in rich detail, what took place during those exchanges. In this case, I also contacted prior participants and gathered their responses to this question.

Scales. Allen and Eby (2003) identified two factors, relationship quality (RQ) and relationship learning (RL) as indicators of the relative effectiveness of mentoring relationships. High levels of relational quality and learning were reported to be synonymous with relational success. The associated scales, also designed by these researchers, were used in the main study to enhance findings and provide additional data that could be used during analysis (Corbin & Strauss, 2014). Other scales identified through a search of PsychTESTS that were considered, but ultimately discarded, included the perceived quality of the employee coaching relationship (Gregory & Levy, 2010a; Gregory & Levy, 2010b), the family relationship quality measure (Ryan & Willits, 2007), and the family relationship scale (Catalina & Hurry, 2011). Ultimately,

the decision to use the RQ and RL scales was based on the fact that they were designed specifically to assess the success of mentoring relationships.

The RQ measure developed by Allen and Eby (2003) included five items (see Appendix E) using a Likert-type questionnaire, where 1 indicated “strongly disagree” and 5 indicated, “strongly agree” (p. 476). This scale has a reported internal consistency reliability coefficient alpha of .85. Higher scores are interpreted to reflect higher quality relationships. The RL scale also included five items that used Likert-type responses where 1 indicated, “strongly disagree” and 5 indicated, “strongly agree” (p. 476). Researchers reported a reliability coefficient alpha of .88. Both scales were written to measure mentor responses. In this study, I adapted the relationship quality and relationship learning scales to produce a version for protégés. The modifications can be viewed in Appendix E and include the conversion of wording from the existing scales in Allen and Eby (2003) to reflect the protégés’ (sons’) perspectives. RQ and RL scales were administered orally during phone calls with subjects prior to interviews. Due to the limited sample size of this study, data from both of these scales were treated as descriptive during analysis.

Field notes. Field notes are data that help the researcher to recall and convey the descriptive details related to their field work (Corbin & Strauss, 2014). When done properly, they should be developed to contain rich description including the location of the meeting and other pertinent details (Corbin & Strauss, 2014; Merriam, 2009). In this study, I used field notes to capture my experiences and observations during data collection. I made an effort to include what could not have been gleaned from interview transcripts alone and to preserve a record of other field interactions, such as communication with advisors or experts. I completed these notes at the end of each interview and often after conversations with committee members.

Structurally, my notes included my observations during interviews and my thoughts about the interactions which sometimes included prompts to revisit other data sources or literature. During analysis, I reviewed field notes, compared them to other data, and wrote memos.

Expert review. Expert review is a form of triangulation that can help to increase the trustworthiness and to “shore up the internal validity” of qualitative findings (Merriam, 2009, p. 215). In this study, I shared interview transcripts and research questions with an internationally known expert from the field of mentoring. I asked her to review and code a transcript from one of the father/son dyads using the categories identified by the research questions. I compared her feedback to other data and used it to validate other findings. In her review, she echoed several key themes from my findings and found my core category and explanatory metaphor to “ring true” (Corbin and Strauss, p. 352) (more details in grounded theory section).

Procedure. I began collecting data in November 2015, and the last interview was conducted in June 2016. Over the course of the entire study, the interviews ranged in duration from approximately 40 to 100 minutes depending on the complexity of responses from subjects. At the beginning of each interview, I reviewed key terms with participants (see Appendix F). After clarifying terms, I read from a script (see Appendix G) prompting participants to think of ways they interacted with their fathers (or sons) that were intended to advance the participation of their sons in their chosen communities of practice. I explained “community of practice” as the context for the mentoring and, where necessary, I gave examples of communities of practice until it was clear that participants understood the term. The decision to use the pre-interview script was to make sure the language I used to frame the purpose of the interview was consistent from case to case. After participants stated that they were ready to proceed, I conducted semi-structured interviews. Examples of interview questions included: (a) How do you define

mentoring? (b) Based on this definition, have you ever had or acted as a mentor? (c) Do you consider yourself a mentor to your son? If “yes” please explain why? If “no” please explain why not? (d) Do you consider your father to be a mentor to you? If “yes” please explain why? If “no” please explain why not? For a full set of questions, see Appendix D.

During the interviews, I took field notes documenting my observations which sometimes included time stamping portions of the recordings which I thought were particularly important or sections of the interview that indicated I needed to revise or adjust (for an example see Appendix H). At the end of each interview, I immediately sent the digital files to an online service to have them transcribed verbatim. During this time, I also reviewed and revised field notes collected during the interviews. Typically, the transcription service would complete the transcription within 48 hours. Once I received the completed transcriptions, I would review them for accuracy a minimum of two times by comparing them to the audio recordings. Next, I sent digital copies to participants for member checking. After transcripts were returned and any concerns or questions from subjects were addressed via email or another phone call, I immediately began coding and analyzing transcripts. Where member checking and/or coding revealed new questions, I followed up on new leads through changes to the interview questions, reviewing of extant literature, or discussion with advisors, experts, and peers. When I made changes to the interview guide, I also followed up with prior subjects, via email and/or phone, to gather their responses. Throughout the study, I also continued to search for future participants.

For data management, I used NVivo software and both hand-written and Microsoft Word-based documents for field notes, memos, and diagrams. Interview transcripts, post-interview field notes, and some memos were stored in NVivo. After I completed the initial coding of the first dyad, I began writing descriptive case studies which I shared with my advisor

and the outside expert. My advisor and outside expert both provided feedback which included recommendations to add more detail such as quotes and anecdotes and/or to add sub-sections to differentiate aspects of the data. Case studies were then used to create rich narratives from the data, establish the context of mentoring relationships, and to present a window into the way fathers and sons defined mentoring. After the case studies were completed, I continued to use them for constant comparison during the remaining analysis.

Positionality. From a personal perspective, I realized, in hindsight, that I had a mentor/protégé relationship with my parents. Both my mother and father were professional writers and I often sought their input when working on writing projects. In fact, I continued to seek their support as writing mentors well into my adult life. Reflecting on the mentoring relationship I had with my parents, I see clearly both the benefits and the challenges. While discussing ideas and receiving feedback on my writing helped me to grow as a writer and thinker, this interaction also cultivated a close relationship with both of my parents. At the same time, there were moments where my parents inserted corrective statements about my writing when I was not receptive to it, and this produced tension. This said, overwhelmingly, I think back on their support with gratitude and appreciation, particularly because we found this way to know each other in a way that transcended parent/child roles. Reflecting on this familial mentoring relationship, I have also come to see how it has influenced my desire to cultivate a similar mentoring relationship with my son and may have led to my curiosity to explore this topic.

As someone who has worked as a counselor, educator, consultant, and freelance writer since early 2000, I am drawn to “purpose driven” (McInerney et al., 2011, p. 25) research where findings can be readily applied to improve the quality of people’s lives. During more than 15

years of work with families, I've witnessed first-hand the challenges faced by parents and children when it comes to passing knowledge between generations. While I have witnessed a few families who do this well, my personal belief is that the vast majority of families struggle with intergenerational learning and mentoring. My experience since 2015 working with families and highly experienced consultants in the United States and Europe, has only strengthened this belief. In 2017, at a gathering of 20 multi-disciplinary family business consultants, one of the top two challenges the group identified was how to transfer knowledge between generations. Many of the individuals in this meeting had been working as consultants for more than 20 years, yet still struggled with this part of their practice. I wanted to do research that would generate practical findings that could have a direct impact on learning relationships between family members.

Creswell and Plano Clark (2007) highlighted the importance for researchers to be aware of the influence of their worldview when they are conducting research. Specifically, by understanding your worldview you bring clarity to the selection of both data sources and methodology. Looking at the afore mentioned experiences, I was not surprised to find myself drawn to this topic and qualitative research. Ultimately, I am a pragmatist and I believe reality is both a fluid and fixed construct. Similar to Dewey and Mead, I believe that *knowing* is situated in human activity (in Creswell & Plano Clark, 2007). I also believe that, to an extent, meaning and reality are created by individuals; yet, there are also absolute truths and scientific laws that govern properties of existence. As a pragmatist, I see value in both constructivism and positivism, but believe that both fall short when used as the sole measure of reality. I believe research is most valuable when it produces findings that can be immediately applied to existing practices. In the case of this study, my aim was to pursue the development of a grounded theory

of father/son mentoring that identified procedures, strategies, skill sets, barriers, and benefits that could inform the participation of fathers and sons engaged in these relationships.

Validity. During data collection, I sought to minimize threats to validity by (a) ensuring that participants provided complete responses to all instruments and questions, (b) member checking for understanding and clarity with participants, (c) using memos and field notes to maintain an awareness of my personal bias during data collection, (d) constant comparison, and (e) investigator triangulation (Corbin & Strauss, 2014; Creswell & Plano Clark, 2007).

During analysis, I also took great care to ensure that I addressed potential threats to validity. Specifically, when comparing qualitative data, I conducted thorough editing and a review that included drawing on committee members and outside experts to ensure that the logic in presentation was sound, clear, and addressed the intended research questions (Corbin & Strauss, 2014; Creswell & Plano Clark, 2007; Merriam, 2009; Silverman, 2013). Throughout the analysis, I used the constant comparative method and made effort to challenge the findings by exploring opposing views through personal memos and discussion with advisors, experts, and peers (Corbin & Strauss, 2014). Further, by developing case studies and sharing them with advisors, an outside expert, and peers I was able to get a feel for what felt true. I also was able to increase the depth of my findings beyond just comparing codes, themes, and raw data. Lastly, I used case studies and tables to tabulate and demonstrate examples of coding to help identify themes that stood out and outliers (Silverman, 2013).

Reliability. According to Silverman (2013), tabulating categories and thorough transcriptions are two of the most effective ways to ensure reliability. As mentioned in previous sections, tabulation was used during analysis and verbatim transcriptions were completed for all interviews. In addition to these strategies, Corbin and Strauss (2014) emphasized the importance

of demonstrating that a cohesive and methodical approach to gathering and analyzing data is presented in the final report.

Trustworthiness. Lastly, Creswell (2007) proposed eight steps for ensuring trustworthiness of findings which included; (a) “prolonged engagement and persistent observation in the field,” (b) “triangulation,” (c) “using peer review or debriefing,” (d) “negative case analysis,” (e) “clarifying researcher bias,” (f) “rich thick description,” and (g) “external audits” (p. 201-203). Between the pilot and the main study, the current research stretched over a three-year period, during which I interacted with this subject area both as a researcher and a practitioner. As a researcher, I was engaged in the data collection and analysis related to this study. As a practitioner, I worked with families in Hawaii, the Continental United States, and Europe who were attempting to address mentoring in the context of family-owned businesses. I regularly discussed my research with my advisor, an outside expert, and several peers. I wrote case studies to develop rich descriptions. I also kept an intermittent journal where I documented ideas for this study that came to mind during other parts of my life not directly related to the research process. Lastly, during later phases of analysis, an outside expert coded one of the transcripts based on themes from the research questions. Her coding was used as another source of data to compare with my interpretation of the data.

Data Analysis. Corbin and Strauss (2014) emphasized the importance of seeing both coding and analysis as separate and complimentary procedures. In grounded theory studies analysis begins as soon as the first data are collected. After the first interview was transcribed, checked for accuracy, and member checked, I immediately began open-coding both the transcript and my field notes. During this process, I assigned codes to words and phrases which I believed demonstrated the presence of various themes. I also wrote memos to explain any abstract

concepts that I used. Memos in grounded theory research can be both data and analytical tools. They often reflect the style of an individual researcher and can “vary in content, degree of conceptualization, and length” (Corbin & Strauss, 2014, p. 121). They are used to capture the analytic thinking process of the researcher and, at times, can include discussion of the researchers “emotions and frustrations” (p. 116). Most commonly, memos created during the early phases of analysis are more simplistic than those created at later stages. They serve as another way for the researcher to interact with data and can serve as a written form of reflection, to pull out the essence of properties, and to identify dimensions or indicate when more information is needed. In this study, I used them to track my analytic process and tried to write memos after each of my analytic sessions. To enhance the trustworthiness of my findings, during analysis I tabulated and reported the frequency of coding for different themes (Silverman, 2013). In several tables in chapter four, I referred to these frequencies as the “coding density” of the various themes.

Case studies. After open-coding, I conducted axial-coding to look for ways to connect the concepts. I also reflected on this process through discussion with my advisors and the use of memos to capture any new questions that would influence how I approached the next round of data collection. Early axial-coding focused on contextualizing the mentoring relationship, identifying the way participants defined mentoring, and organizing open codes under strategies, procedures, skills, barriers, and benefits. After each of the interviews in a dyad were coded, I began writing case studies before conducting any additional interviews. The structure of the case studies was based on the early coding and included five sections: (a) context, (b) definitions, (c) strategies, procedures, and skills, (d) perceived barriers, and (e) perceived benefits. As each of the successive interviews was completed and transcribed, I repeated the afore mentioned process.

After I completed additional case studies, I began to compare subject data from subsequent interviews to begin the process of verifying my interpretations, looking for variations, and uncovering emerging patterns (Corbin & Strauss, 2014). In addition, I also began asking questions of the data to refine and consolidate the coding. Some of these questions included, “How are these codes similar?” and “Are these different codes or different dimensions of a single concept?” I also asked questions like, “What if the opposite were true?” and “How do these codes compare at the property and dimensional levels?” This process also included using NVivo to cross-reference coded sections between subjects, writing additional memos, and developing diagrams. Diagrams are “conceptual visualizations of data” (p. 122). When combined with memos, they can be particularly useful for developing concepts and sharing analytical thinking with peers and colleagues.

Cross case analysis. After all the case studies were written, I conducted an additional review of the codes that included consolidating and trimming findings. I continued using diagrams and memos to enhance my understanding of codes, to explore properties and dimensions, and to add conceptual density to the findings. Corbin and Strauss (2014) described this type of sampling as one that places the researcher in the position of “detective” (p. 134). In one case this included the discussion of documents related to a university mentoring program. In other instances, it included discussion with committee members or an expert advisor or reviewing nontechnical literature on stories related to fathers and sons. There were also cases where it led to additional member checking where I asked one participant for a reaction to an identified core category. After I completed this initial round, I revisited each of the interviews and coded them for any additional themes that may have surfaced.

As I progressed through the study, the process of data collection and analysis became increasingly more fluid. I started to feel more at ease during the interviews and more confident during coding sessions. I also started to make “use of life experience” (Corbin & Strauss, 2014, p. 97) and took notice of interactions and information from both my personal and professional life. I discovered insights and ideas that often emerged during work with clients, discussions about this research with other parents, and during presentations at conferences and workshops where I was speaking about mentoring between family members. When these moments happened, I either documented my thoughts in a journal or wrote a field note and/or memo to capture the insight. At moments, I would describe this analytic process as “all consuming” as it seemed to permeate my world even outside of formal work on this study. I continued with this process along with concurrent analysis until a point of saturation, at which point I began the final analysis (Corbin & Strauss, 2015; Merriam, 2009). I determined saturation was reached when there were a clear set of concepts, properties, and associated dimensions across the cases.

Scales. Initially, I struggled to see any patterns between individual scale scores and the qualitative data. After a discussion with my advisor, I decided to explore other ways of integrating the data from scales and made the decision to create an overall *relational effectiveness* score for each dyad. This score reflected the sum total of scores, from father and son, on both of the scales. I used this score to order the dyads from most-effective to least-effective and then began comparing the ordinal-rank to the density of qualitative coding for each case. When these were combined, a clear thematic pattern emerged (discussed in findings).

Creating a grounded theory. Final stages of analysis involved the connection of identified themes around a “core category” (Corbin & Strauss, 2015, p. 295). The core category was identified through a process that involved review of all data sources, meticulous

organization, member checking, expert input, and immersing myself in the data. During this portion of the analysis, I continued to write memos and develop integrative diagrams.

Integrative diagrams were used as visual tools to help map and assess the core category. I also examined the cases for the negative case. The negative case is the case that does not “fit the pattern” of other cases or offers an “alternative explanation” (p. 100). I used a journal to capture thoughts about this research as they were influenced by both the data and my experiences working with families as a counselor and consultant. In order to flesh out the core category, I used abstract reasoning and created a metaphor to represent what I believed to be the key overarching feature of father/son mentoring relationships. Once I settled on this metaphor, I had several conversations with my advisor, outside experts, and peers to assess the perceived truthfulness of the concept. When I was satisfied that I had integrated their feedback, I began writing the grounded theory. This included drafting an outline, the use of diagrams, and, once again, seeking feedback from the aforementioned group.

Chapter 4: Findings

The results of this study are presented as six individual case-study descriptions followed by a cross-case analysis. Individual cases reflect findings from a single father/son dyad and include data collected during interviews and any follow-up responses from subjects after they reviewed their transcripts. The case studies begin with a section that contextualizes the mentoring relationship within a community, or communities of practice. The second section identifies the focus of the mentoring relationship followed by mentoring definitions provided by father and son. After the definitions, there are sections specific to the research questions which address; (a) strategies, procedures, and skills, (b) perceived barriers, (c) perceived benefits of the mentoring relationship and, (d) a section reporting findings from the relational learning and relational quality scales. The cross-case analysis includes information about the discrete categories including associated properties and dimensions, how they were represented across cases, and descriptive data from relational learning and relational quality scales.

Case One: Family Business (FB)

Prior to 2014, Stompbox (pseudonym), a family owned business that manufactures and distributes guitar effects pedals, was being managed and operated almost exclusively by the owner, Chris. As the founder of Stompbox, Chris was responsible for nearly every aspect of business operations. This included managing email, tracking and filling orders, labeling, recording serial numbers, packaging, shipping, managing books, and any other tasks or duties that surfaced on a day to day basis. The only outside support came from a part-time engineer and occasional help from Chris's two sons. The engineer helped with assembly and design while his two sons would occasionally fold boxes and clean up around the warehouse. Prior to 2014, Stompbox was essentially a one-man operation.

A year later, inspired in part from what he described as “joking” from his sons about someday taking over the business, Chris decided to create pathways for them to become more involved in the family business. He started by creating junior management positions for both of his sons. Under these new roles, his oldest son, Paul was in charge of shipping and his youngest son, Eric managed inventory. Paul was responsible for all things related to shipping pedals including handling payments, customs forms, and the physical delivery of packages to the post office. Eric was charged with writing serial numbers on pedals, product packaging, and maintaining inventory. In addition to providing jobs, Chris reported using this opportunity to formally mentor Paul. He initiated the mentoring relationship as part of an effort to assess his son’s capabilities and to provide him with learning opportunities through operational tasks that “could actually be a job in other places.”

Focus and context of the mentoring relationship. At the time of interview, Chris was a 55-year old college graduate, and a divorced father with two sons, Paul and Eric. Paul was 19-years old and attending undergraduate classes at a near-by community college. Eric was still in high school. The family lived in the Midwestern United States where they worked together at Stompbox. Chris was the owner and president of Stompbox which he founded in early 2011.

According to Chris, Paul’s earliest involvement at Stompbox was an extension of his “chores.” In 2015, Paul’s role in the company changed when he was formally hired by his father. By Chris’s report, after Paul expressed interest in finding a job, they agreed it would be a good time for him to become more involved in the family business. Based on his past performance at Stompbox, Chris felt comfortable offering him a junior management position. Chris saw this as a chance to not only provide his son with a job, but to teach him about business. He considered the position at Stompbox an excellent occasion to test Paul’s capabilities and

commitment to the business. Though Chris and Paul agreed that there were benefits to working together at Stompbox, Paul questioned the motivation behind, and the formality of his promotion. Specifically, where Chris said the promotion was based on merit, Paul believed his father was looking for a way to encourage him to become more dependable. Further, even though Chris described Paul as the shipping manager, Paul continued to believe his position was “unofficial.”

Though Chris and Paul agreed that their mentoring relationship was focused on Paul learning and participating in the operations of Stompbox, Paul said there was another way his father had mentored him that had been going on since he was very young. Specifically, Paul believed his father had helped him to better understand emotions and to develop his social skills. According to Paul, at some point during his childhood, he was diagnosed with high-functioning Autism Syndrome and he had struggled to understand social cues and emotions for much of his life:

I didn't understand body language at all. Like, I couldn't figure out what peoples' faces meant and the little nuances of things, and so I'd just look at him (his father) really intently when he was, like, going through different emotions or whatever, so I could sort of decipher what people looked like when they feel different things.

Though Chris made no mention of this diagnosis or any associated needs, Paul repeatedly emphasized the importance of his father’s support in this area. Further, where Chris believed he had been mentoring Paul since the beginning of 2015, Paul believed that his father had been a mentor to him for the majority of his lifetime.

Mentoring definition: Father. According to Chris, mentoring typically takes place within the context of the workplace. He believed that a mentor was someone who intentionally

puts effort into the professional development of another person and described a mentor as, “somebody who knows how to do a task, and helps somebody else learn that task.” Further, Chris said a mentor was a person who was willing to teach others, and could help others to “make better decisions, more productive decisions” in their “chosen field.” Chris believed that through teaching, a mentor helped to remove “road blocks” and increase the “productivity” of a protégé. He said his mentoring relationship with Paul had been “an active, intentional teaching, and grooming” process. According to Chris, their mentoring relationship began shortly after his son expressed interest in becoming formally involved in the family business. In addition to his relationship with Paul, Chris said he “recently” started mentoring his younger son and, occasionally, acted as a mentor to other business owners from his industry.

Mentoring definition: Son. Paul described a mentor as; “basically a teacher, but on a more personal and, to me, on a more emotionally intimate level.” He also believed a mentor was generally older than a protégé. Paul believed their mentoring relationship was separate from their parent/child relationship. Specifically, he said; “I don’t really need him to be a father anymore,” so he has “mostly let that go off onto the backburner and is teaching me what I need to know to get into the next part of my life.” According to Paul, their mentoring relationship was preparing him to become a successful and independent adult capable of carrying on the “family legacy.” In addition to his father, Paul said his best friend was also his mentor, however; the relationship with his friend did not intersect with the one between him and his father.

Strategies. As a mentor, Chris said he looked for opportunities to encourage Paul’s professional development. Chris said he “started out” by assigning “small tasks” to “see what he (Paul) could do” and to identify where Paul “showed interest.” As Paul displayed increasing competency completing tasks such as folding boxes and cleaning around the warehouse, Chris

began asking him to take on more sophisticated projects. One of these projects included managing web orders, which required a greater degree of responsibility and effort for Paul. Chris said he regularly monitored his son's progress and tried to guide him past points where he might "hit the boring" or "hard part" of jobs and just "give up." Chris believed that Paul's ability to understand the value of completed work was one of the "most valuable" things he could teach him as a mentor. He said sometimes this involved, "picking him up and pulling him onto the reward" so that he wouldn't give up. Specifically, Chris intentionally tried to help his son build an association between completing tasks and receiving rewards. He did so through cash bonuses and occasionally taking Paul to his favorite restaurant. Chris believed his efforts to help his son complete difficult tasks helped Paul to build a "work ethic." He also believed it was helpful for his son to understand that running a business was not always "fun" and included, "an awful lot of boring and routine work."

Procedures. When asked to identify specific ways that Chris provided mentoring, both father and son gave examples that included challenging assignments, use of rewards, psychosocial supports, and role modeling (for examples see following subsections). Where Chris frequently discussed hands on and challenging assignments, and rewards; Paul emphasized the way his father had reinforced his emotional and social learning through psychosocial supports and role modeling.

Hands-on and challenging assignments. Over the course of their mentoring relationship, Chris frequently contextualized what he was trying to teach through challenging work-related tasks. This included assigning jobs ranging from box folding and stocking; to participation in activities that supported web marketing and sales. Chris said his motivation for this approach was to both assess the potential of his son and to identify the areas where he

needed to provide further support. He said, “the shipping and stocking” was “the same thing you do at a grocery store, or any other small business.”

Chris frequently used assignments that ranged from cleaning around the warehouse to managing online orders as opportunities to teach Paul the value of completing tasks. While both father and son agreed that this was effective, they had different interpretations about the motivation behind it. While Chris characterized these assignments as part of mentoring, Paul believed the various duties and tasks were an effort to stop him from being “lazy.” He described these assignments as a means for him to have: “something that I had to do, at a prescribed time, so that I could learn how to be responsible.”

Rewards. In addition to the use of verbal encouragement or instrumental support, such as providing direct assistance with tasks, father and son agreed that financial compensation was an important motivator. In some instances, Chris admitted using “bribery,” such as letting his son pick a restaurant for dinner if he completed a particularly difficult task. Ultimately, Chris believed the natural reward of successfully completing a task would help his son to become self-motivated and independent. Specifically, he believed his son would eventually come to “see the value” associated with getting a job done and that it would help him to be more motivated in the future. According to Chris, task-completion produced two rewards, “there is a tangible reward for it” and “there's also the intangible reward that they don't realize at the time, but they improve the work ethic.”

Psychosocial. In addition to hands-on and challenging assignments, Paul said he received support from his father that helped him to better understand social cues and emotions. He said this was an important part of their mentoring relationship. At multiple points during the interview, he talked about his struggle to understand emotions and social cues.

Prior to his late teens, Paul said his emotional experience was limited; “I could really only get angry and get depressed. I couldn’t really be happy, I didn’t know what happy was, therefore I couldn’t really quite feel it.” He explained that he often needed additional time when trying to process emotions and/or social cues. Paul believed there existed a unique and mutual advantage to having his father as his mentor. Specifically, because of the trust and familiarity that existed between them as father and son, his father did not react negatively when Paul needed to “look at him for a little too long and a little too intently” during social exchanges. Paul said he used this as an opportunity to study how the observable expression of emotion aligned with his emotional state. Specifically, Paul said his father’s ability to remain present in a given moment, without becoming visibly uncomfortable, provided him the additional time he needed to visually study his father’s affect so that he could understand the connection between facial expressions and emotions.

Role-modeling. While initially, Paul did not think his father was consciously aware that he was studying him, he believed, over time, that they developed a shared awareness for this side of their relationship. He also believed, but had not confirmed, that his father became more conscious and deliberate about creating opportunities for Paul to observe him while talking or interacting with others. He emphasized that this helped him to learn about social skills and emotions from his father where others had failed to teach him these skills. Paul said, “the teachers at school tried, the social skills class tried” and “they all failed. I had to learn by observing, and my dad was the best one to observe for that, so he just kinda taught me.”

Skills. While neither father nor son had any formal training as mentors or protégés, Chris said he drew on lessons from his own “professional development” with mentors. Two of these included the engineer at Stompbox and an engineer for another effects company based in

Northern Europe. He said they had both been “helpful” when he needed to “make some decisions” related to his business, a point that aligns with his own definition of mentoring. Also, by virtue of his experience designing and building effects pedals, Chris possessed a substantial amount of domain specific knowledge to share with his son. He believed that sharing knowledge that comes with age and experience is also “part of being a mentor.”

Paul described his father as an “expert” in “social skills” and getting along with others. He pointed to his father’s professional success and ability to get along well with other people as evidence and added, “he’s just really good with people.” He also believed that his father was an authority on “how to get through adult life” and one of the “better people to talk to” about this.

Perceived barriers: Father. When asked about perceived barriers to their mentoring relationship, Chris indicated that the relationship had been largely positive. If given the opportunity, the only thing he would have changed was to have “more time” to spend mentoring his son. He said that most of the challenges to their relationship were “nothing more” than those found in typical parenting and used his son’s occasional resistance to completing tedious tasks as an example.

Perceived barriers: Son. Paul was not able to identify anything he believed his father should have done differently, instead, he said he would have changed things about himself. Specifically, he believed that most of the problems in their relationship were a result of him not sharing his father’s work ethic and being “lazy.” He added that he and his father thought very differently, but did not elaborate on what that meant. Paul suggested that his bias toward his father may have, at times, impacted his willingness to consider the opinion of others:

Even if I know that person as an established expert in what they're trying to teach me, I would probably listen to my dad and his particular area of expertise over someone else in that same area because he's my father.

Perceived benefits: Father. Chris believed the mentoring relationship with Paul had been both emotionally and personally rewarding. He talked about the “good feeling” associated with helping someone else and how he believed this was “multiplied” because his protégé also happened to be his son. Chris also mentioned the sense of satisfaction he got from being able to support and see his son grow and mature in ways that may otherwise fall outside the purview of typical parenting. Specifically, he believed that mentoring had allowed his son to gain work “knowledge,” a “work ethic,” the opportunity for “bettering of his self-image,” and the chance to make “money.” He believed these probably “wouldn't have otherwise” happened with just a parent/child relationship. When reflecting on the progress his son had made over the duration of their mentoring relationship, Chris believed that his expectations were exceeded.

Perceived benefits: Son. Paul talked about how his father helped him to develop life and social skills that improved his ability blend in with others. He emphasized the connection between knowing Chris as his father, and his heightened sense of trust and connection toward him as a mentor. He claimed that his father “knows me better than anybody else” and that he knew his father “better than just about anybody else.” Paul credited “patience” and “family commitment” for what he believed was a more dedicated mentoring relationship than he might have if his mentor was just a “regular person.” He said his dad “has a huge emotional investment” in him and that he was “willing to put up with more” than he would if they were not related.

Perceived benefits: Both. Beyond the emotional and social benefits, both father and son agreed that there were tangible rewards associated with their mentoring relationship. Specifically, they mentioned the “time” and “monetary” savings that came as a result of Paul being able to perform tasks that were previously handled by Chris. They also agreed that Paul had benefited from being able to earn money as an employee at Stompbox. As an employee at his father’s company, Paul felt empowered to give back to his father. To demonstrate this point, he cited his contributions as shipping manager as an example of something that his father no longer “has to worry about.”

Lastly, both Chris and Paul talked about how this aspect of their relationship had contributed toward them transcending their father/son relationship. Specifically, Chris talked about how their experience allowed them to bridge the “parent-child relationship to a more professional-minded, more forward-looking” type of relationship. Paul talked about how their evolving relationship had given him the opportunity to know his father as a person and his father to know him as more than just his son:

I think it's brought us closer. I've gotten to know him on a deeper level and he's gotten to know me on a deeper level. Instead of knowing his son, he's known, Paul, and it's about to sound weird, but instead of knowing my dad, I've gotten to know Chris.

Case Two: Academia (ACA)

From the time Will was a young child, his father, Sean, had made a deliberate practice of asking questions to initiate conversations intended to “help him feel curious and excited about learning.” Sean said he focused on raising “possibilities” and “opportunities” that would encourage questioning and discussion. He said he wanted to encourage his son to generate and

explore his own “ideas.” Will said these early “conversations” progressively evolved into more sophisticated debates that became a central part of the way he and his father interacted.

After Will started to express interest in becoming a professor, Sean began looking for ways that he could be involved in helping his son to achieve this professional goal. Specifically, he sought out opportunities to share his experience as a professor, that would encourage Will’s personal and professional development. Over time, this included coaching, teaching, and role modeling as well as connecting his son to members of his personal network. During the summer following Will’s freshman year at college, Sean helped his son to secure a volunteer position on a research project being run by one of his colleagues. On another occasion, he shared an announcement for a summer internship and assisted his son during the application process. According to Sean, this particular internship ended up being “impactful” on Will’s commitment to pursue academia. Both Sean and Will believed it was a focus on professional skill development that made defined their mentoring relationship and differentiated it from a typical parent/child relationship.

Focus and context of the mentoring relationship. At the time of our interview, Sean was a 45-year old college professor at a highly respected private research university in the Eastern United States. He was also married and had two children, Will and Sarah. His son, 21-year old Will, was attending his junior year and studying geology at the same university where his father had earned his bachelor’s degree. Sarah, the youngest, was still in elementary school.

According to father and son, Sean had been mentoring Will for most his life. Starting when he was a young child, Sean made “intentional” efforts to encourage his son to be “curious and excited about learning” and “aware of possibilities and opportunities.” Will recalled early mentoring taking place through “different kinds of conversations,” between him and his father.

Though he remembered that these conversations were often about his father's work, he said they also included discussions "about growing up" and "life."

According to Will, it was somewhere around the beginning of middle school that he began to understand more about his father's efforts to mentor him. He remembered this as a turning point where "the mentoring really got to a different level," and added:

I think I was a little more mature and I was starting to take more science classes. I really began to understand what my dad was doing a little more, his being a scientist. We were able to talk about it more, he would tell me what he had done, and I would be able to understand it a lot more.

Though Sean believed he had been a mentor to his son since early childhood, he said the shift towards a more formal structure didn't occur until Will was in his senior year in high school. Sean said the change to a mentoring relationship was marked by the onset of them having professionally-oriented discussions about topics like "undergraduate academic work and potential future career goals."

According to Will, it was during the first years of his undergraduate program that he decided he wanted to follow in his father's "footsteps" and become a professor. Given his father's position at a leading university and, as Will describes it; "good judgement, in terms of making life decisions," both father and son agreed that Sean was well-qualified to be his mentor. Sean described some of the key aspects of their mentoring relationship and his qualifications to serve in this role for Will; "the mentoring had become more focused on actual professional goals over time because: (a) he had to have professional goals, and; (b) they somewhat coincidentally turned out to be ones I had at least something to say about."

Mentoring definition: Father. According to Sean, a mentor was someone who provided “advice,” shared “experience,” and asked, “questions to help with specific and broad aspects of a person’s career goals.” He also believed that mentors placed a focus on “professional skills” and needed to “balance between giving advice and encouraging people to make their own choices.” As a professor, Sean was also an experienced mentor who regularly provided guidance to graduate students. Sean said these same principles applied to his mentoring relationship with Will. Sean said his son’s interest in academia created the opportunity for him to act as a mentor.

Mentoring definition: Son. Will described a mentor as an “advisor” and someone who would “help you when you’re confused as to what you want to do or how you’re going to do it” as applies to professional goals. He thought this kind of support was particularly helpful when a person was young and more likely to be “confused” by the options related to interests and occupation. Of his father’s mentoring, he said it had helped him to learn more about academia as a career path and to “narrow” down options related to his professional goals.

Strategies. As a mentor, Sean focused on dialogue using “questions” intended to encourage Will to “feel curious and excited about learning.” Throughout their mentoring relationship, Sean tried to help his son identify “possibilities,” and to make his own decisions. To facilitate this, he made efforts to present information in “broad strokes” as opposed to fixed sets of choices. Sean said he had also made efforts to share his appreciation for diverse experiences and used examples from his professional experience to demonstrate this point. Sean believed that mentoring required both “hands-on” and “hands-off” support. His goal as a mentor was to support his son in developing the capacity to “make informed and thoughtful and useful choices, that will help him have a rewarding career and life.”

Will often characterized the mentoring relationship as reciprocal. He talked about “conversations” or “good” arguments between him and his father. He said these conversations often resulted in outcomes where they both would come away with a “slightly different perspective.” In their mentoring relationship, these conversations focused on academia. Will believed the outcomes of these conversations changed over time. Specifically, when was younger, he “basically always agreed” with his father, but as he got older, their debates sometimes ended with differing opinions. Will believed that these conversations contributed towards mutual “understanding” and a shared experience of “learning.”

Procedures. Both Sean and Will repeatedly referred to the use of dialogue when explaining the mechanics of their mentoring relationship. In addition, both father and son gave examples of instrumental support, psychosocial support, and role-modeling. Further exploration and examples of these interactions are presented in the following subsections.

Challenging Dialogue. Will used various iterations of the word “conversation” to describe the way he and his father interacted as mentor and protégé. Sean made similar reference to the use of dialogue, but used iterations of the word, “questions” when describing how he mentored his son. Specific themes for their conversations included; sharing personal experiences, discussing options, giving advice, and participating in healthy debate as related to academia. Will remembers his father sharing, “what he had done at work,” discussing his “academic papers,” and finding ways to “think outside of the box.” During these discussions, Sean was able to draw from his experiences as a graduate student and professor. While Sean’s research area differed from his son’s, he indicated that his “general sense” of academia provided him with the knowledge and experience to provide Will with professional advice. Will was also

aware of the advantage associated with Sean's experience and knowledge; "When he would tell me what he had done at work, I would be able to understand it a lot more."

Access to networks and instrumental support. Both father and son were explicit about the benefits associated with Sean's professional status and network. Will said that his father's position at the university had contributed toward the opportunity for him to "work there" on two different occasions. Further, though Sean believed that Will earned various accolades as a result of his hard work, he acknowledged how access to his personal network benefited Will. He said, "I have contacted people who I knew that taught and asked them to give advice" on the "best way to proceed" with professional advice relevant to his interests. At times, Sean believed his involvement "played a somewhat larger role" towards his son being selected for a volunteer position. Beyond simply providing access, Sean worked to support the development of his son's personal network by discussing his work, sending job or fellowship announcements, and reaching out to people that he knew had "knowledge that I didn't, but that would be useful to him."

Psychosocial support. During separate interviews, Sean and Will both talked about how their mentoring relationship had included features associated with emotional and psychological support. Sean believed the mentoring side of their relationship had allowed them to go beyond just a father/son relationship and that it evolved to include elements of "friendship." Will also described their relationship as something more than father/son, but viewed it as more collegial, saying it became more "professional" with the focus on mentoring. Will said his father's kindness and consideration for others had a significant influence on him and that he aspired to do the same thing for people in his life. There were numerous references to supportive

conversations made by both father and son. These included conversations about self-management as relates to professional and personal development.

Role modeling. Will said he paid attention to the way that his father interacted and handled himself with others. He talked about how his father had been both “kind” to others and a “calm presence.” During the interview, he said that he often reflected on this aspect of his father and aspired to do the same in his interactions with others.

Skills. In addition to what Sean learned from his professional and academic background both father and son agreed there were personal characteristics and general life experience that contributed towards him being an effective mentor. As a professor, Sean was frequently a mentor to non-family lab staff and graduate students. In an effort to clarify his leadership philosophy and expectations for his students, Sean developed a document that outlined his expectations. When discussing this document, he said it highlighted the importance of individual initiative, trust, communication, conflict management, measures of accountability, professional development, and other aspects of team-work and collaboration. Sean said he tried to apply these same things to his mentoring relationship with Will. As a professor, Sean had a comprehensive understanding of what his son would face as an emerging academic. According to Will, Sean’s domain specific experience was also complemented by the fact that he was a “calm,” thoughtful, strong communicator, who also had very “good judgement.” Lastly, Sean had a diverse professional background that provided him with an appreciation for how experiences outside of academia could also be “very rewarding.”

Perceived barriers: Father. Sean said his biggest challenge when he mentored Will was to avoid becoming “emotionally involved” with Will’s choices when they were different from the ones he believed were right. He believed it had been more difficult to maintain this

type of boundary with his son when compared to his student mentees. He added that his preference for shared-leadership with mentees was challenging when mentoring his son. He pointed out that the father/son relationship did not allow for him to be an equal with his son because of the inherent parent/child hierarchy.

Though not necessarily a barrier for their relationship, Sean believed he would have been less effective as a mentor if he and his son did not share the same career interests; “If he were a professional soccer player, I would not probably have a whole lot of very specific mentoring to be able to offer him.” He believed the alignment of professional interest between them, helped to make their mentoring relationship more effective. At the same time, he was also mindful that, as a father, he had the potential to have a restricting influence as a mentor to his son; “one academic mentoring his or her child in the context of potential future academic careers” could potentially, “narrow focus on just academia.”

Perceived barriers: Son. In spite of his father’s effort to the contrary, Will said that his father had been almost, “too supportive” at times. Sometimes this happened to the point that he felt the efforts of his father had interfered with him being able to make his own decision about choices related to his academic career pathway. He described one occasion where he was looking for a summer internship and his father digressed from his role as a mentor. Specifically, Will felt that his father was “obviously overlooking” some of the positions that he was presenting. According to Will, his father got “super excited” about a particular internship position and was “pushing” him to pursue it rather than letting him decide. He said he only became conscious of how hard his father had been pushing after he reflected back on the interaction. At the same time, he pointed out that this didn’t upset him, and that he didn’t realize this was happening until later.

Perceived benefits: Father. According to Sean, mentoring provided them with additional ways of interacting beyond traditional parenting that had helped to strengthen their relationship. The various procedures and strategies that came as a result of mentoring, helped them to progress from a “father with very young son” to “father with an adolescent” to “father with an adult son” to, ultimately, the beginning of an “adult-adult” relationship. Each of these stages was characterized by a progressive transition from generalized supports such as encouraging curiosity and interest, to more specific support related to professional development including writing academic papers and applying for positions. Lastly, Sean said being a mentor made him feel useful to others and that he had enjoyed the experience with his son and his other protégés.

Perceived benefits: Son. Like his father, Will reflected positively on the mentoring relationship between them and when asked if he would change anything, he replied, “I think it’s good how it is.” During our interview, he frequently mentioned that his father had been “very supportive” and influential in both his professional pursuits and in helping him to “grow into” himself as a young adult. In addition to the guidance and support his father provided in his pursuit of a career in academia, he talked about how he was able to draw on memories of his father as a way to calm himself when he was stressed or upset.

Where his father saw the relationship as hierarchical, Will believed their mentoring relationship was reciprocal. He talked about times where he had been emotionally supportive to his father during conversations where Sean shared frustrations and challenges from work. Will also believed that he had contributed ideas to work his father had done, and that they were both “creative” and worked “outside of the box.”

Will talked about how his relationship with his father influenced and motivated Will to mentor his younger sister:

Well, she is 10 now and I was 10 when I felt that big mentoring connection. I kind of, it was almost nostalgic. I think about when I was 10 and what I really appreciated back then. I guess a kind of guidance maybe? And also, help with math homework and other homework or help with understanding what's going on in school and maybe why it's important. Also, just kind of being there for her as a big brother and provide love and support at all times.

Will said this support for his sister was inspired by his father. He added that the mentoring relationship with his sister happened spontaneously and wasn't planned.

Perceived benefits: Both. Both father and son agreed that the mentoring aspect of their relationship had enhanced their relationship beyond a traditional parent/child one. Sean believed they came to know each other as more than father and son. Will talked about how he got to know his father as “this other person” that wasn't “just my dad.” They also both agreed that Will had benefited from access to Sean's networks. Lastly, Sean talked about how mentoring had provided him with the opportunity to feel like he was being “useful to people” including his son. Will felt that his dad benefited from seeing him follow in his footsteps. “I think he gets pretty excited that I'm kind of following in his footsteps,” and that Will was making choices that would continue his father's “legacy.”

Case Three: Building Outrigger Canoes (OUT)

As early as 4-years old, Kai could be found at his father's workshop on weekends and school holidays. In the earliest days, he remembered spending his time scavenging the rubbish with his cousin while their fathers built and repaired outrigger canoes. Around the time he

turned 5, his father, Jimmy, began teaching him basic wood work through small projects, the first of which was hand sanding and shaping a miniature surfboard. “I wanted to make a toy surfboard; (first) he showed me how to shape it, and then I shaped it.” As Kai exhibited increasing competence through the successful completion of small projects, Jimmy presented him with progressively more challenging opportunities. By the time Kai was 6, his father began working with him on projects where, under close supervision, he learned to use various tools to build koa pencil holders for teachers at Kai’s school. Kai remembered that his father started by demonstrating how to build one from start to finish. Afterwards, he stepped back while Kai built the next one and only offered guidance when needed. During this process, Kai remembered his father constantly emphasizing safety, “all of the shaping was done on sanders and stuff, stuff that if I did mess up, it would only scuff my skin, (but) wouldn't take a finger off.” Through these early interactions, Kai developed basic wood crafting skills that would continue to develop under the mentorship of his father and the other builders at the shop. By the time Kai was a teenager, he was working alongside his father and beginning to teach others. At one point in high school, he led several members of his outrigger paddling team through the process of building a canoe for their school. As a young adult, Kai was still working alongside his father and developing his own line of outrigger canoe paddles.

In addition to what Jimmy taught Kai about the craft of canoe building, he also tried to encourage perseverance and the belief that every moment, even failures, presented the opportunity for learning. Jimmy remembered telling Kai, “don’t look at the negative part of it, just keep looking at the positive.” When the design for his son’s first paddle didn’t perform as hoped, he told his son, “you know what the problem is, let’s find the solution.” Kai said this was

his father's "favorite saying," and made reference to variations of this theme at several points during his interview.

Focus and context of mentoring relationship. At the time of the interview Jimmy was 62-years old and married to Stacy, the mother of their 22-year old son, Kai. As an internationally renowned builder of outrigger canoes, his work has been exhibited in both local and national museums. In addition to building boats, Jimmy was part of a team that provided repair and maintenance support to various canoe clubs including Friends of the Hōkūle'a, a traditional Polynesian sailing group in Hawaii. Kai was a senior at a state university where he was studying agriculture. According to both father and son, Jimmy had been mentoring Kai since he was 6-years old. While the primary focus of mentoring involved hands-on activities with woodworking and canoe building, Kai also learned about working with others and perseverance in the face of adversity. The combination of these lessons created an opportunity for Kai to advance his participation within the professional community of outrigger canoe builders and paddlers in Hawaii.

Jimmy reflected fondly on the early times he spent together with Kai at the workshop and described the interactions as "doing our own things" and having a "blast." For Kai, it wasn't until he was a little older that he started to appreciate the time they spent at the shop. Initially, he remembered feeling that his dad would give him projects to "get rid" of him or keep him and his cousin out of trouble. In fact, when reflecting on early days at his father's shop, Kai's experience was very different than Jimmy's:

He'd take me there on weekends when he'd go there and do his work, and I'd sit around doing nothing. So, it was really boring for me and I used to dread going down there cuz I

wasn't old enough, (and didn't) have the skill set to do anything besides sand a block of wood. So, I couldn't really do anything there.

Kai added that it was “boring” for him because he was too young to participate with his father and the other builders. When asked if he thought his father might have a bigger picture in mind when teaching him some of the basic skills he replied, “If he did, I definitely didn't notice at the time.” Kai also said that his understanding of his father's actions might have been limited because he was “so young” and “short-sighted.”

As Kai got older and more competent working with his father, his interest and engagement also grew. Jimmy recalled times when he was closing the shop down for the day and his son didn't want to stop. “I'd call the kids to go home” and Kai would say, “Dad, let's go build one more.” Jimmy also remembered watching as Kai developed relationships with the other builders; “He clicked with the organization and the people that I worked with.” In particular, around the time Kai turned seven, he started to connect with other members of Jimmy's professional network. Kai's connection was particularly strong with another builder and paddler named Ken, who became a role model for him. Jimmy remembers Kai being drawn to Ken because, “Not only did he walk the walk and talk the talk, he delivered on what he said he was going to do.” Jimmy described how the relationship between Kai and Ken influenced their father/son mentoring relationship:

Sometimes (kids) will listen to their parents, a lot of times they won't, but they'll listen to somebody else. Kai, in essence, is the same way. He would say, ‘Okay Dad, how do we do it?’ (I would say) We do it this way, and then he'd go over and say, ‘Ken, how would you do it?’ Ken said the same thing, and (Kai would) go, ‘oh, okay, I'll do it that way.’

Mentoring definition: Father. According to Jimmy, mentoring was, “more of a guidance thing, than it is a teaching one.” Jimmy believed that while he tried to give “everything” he had in terms of knowledge, ultimately, what his son learned was going to be shaped by his own experiences. He said to Kai, “the stuff that you’re gonna learn, you’re gonna learn by yourself.” He said Kai was always looking for opportunities to learn. He believed his son would expand upon the things he taught him about the crafts of canoe building and woodwork. Jimmy also believed that it was the work they did together at the shop that distinguished their relationship from a typical parent/child one. He said, “most parents are not going to go ahead and take their kids to a shop (Jimmy’s workplace) and show them how to use tools.”

Mentoring definition: Son. Kai described a mentor as someone who “has a strong knowledge base” and who decides “to take someone under their wing and push the knowledge through that way.” He added, “a teacher will give you just enough knowledge to complete the task, where a mentor will make sure you complete the task well.” When thinking about his father’s strengths as a mentor, he mentioned the “depth” of his knowledge, his ability to identify “other ways” of doing things, and the fact that his father wasn’t obligated to support Kai in this way, but had made the choice to do so. In order for a parent to also be a mentor, Kai believed they had to have a “knowledge base” that was related to their child’s specific area of interest.

Strategies. When it came to their mentoring relationship, Jimmy and Kai agreed that they had a shared philosophy which guided them. Kai chuckled as he described his father’s favorite adage, “find the solution, not the problem.” When things did not go as planned on a project or in life, Kai remembered that his father would return to this axiom and say, “okay, now

you know the problem, what's the solution." To demonstrate this point, Jimmy gave an example of a time when Kai was attempting to address a design flaw in outrigger paddles:

So, that first attempt failed, but while it failed to give him the product he wanted, it taught him not to go down that road again. So, it was always the good and the bad. I told him, 'don't look at the negative part of it, just keep looking at the positive,' now you know not to do that again, right? So, let's try another one.

In addition to their philosophy of finding solutions, father and son expressed a preference for hands-on learning. Jimmy said his son was a "show me, don't read to me" type of learner. He said Kai often memorized processes and procedures after a single demonstration. Jimmy said he believed it was a "gift" to be able to work with your "hands" and to be able to "think outside the box" and wanted to find ways to encourage his son to do the same. For this reason, Jimmy preferred to focus on "guiding somebody down a path" through hands-on learning and demonstrations as opposed to "pontificating" when trying to pass on knowledge.

In addition to hands-on learning, Kai gave examples of ways that conversations had influenced their mentoring relationship. Specifically, when discussing occupational interests, he remembered his parents telling him: "you can be whatever you want, even if it's a garbage man. Just be the best garbage man you can." He said they encouraged him to "be the best you can," become "self-sufficient," and to persevere when trying to "get through difficult assignments in school or in other areas" of his life. For Jimmy, these conversations were inspired, in part, by his reaction to growing up with a father who often used the word, "no." He said:

My dad used it a lot. You know; '*no*, we're not going to do that. *No*, we can't do that.' For me, it was; 'how can we get to that end product you want? How can we make you stay? How can that be accomplished?' So, that's where I lent my support.

Jimmy said he had wanted to make sure that Kai focused on solutions as opposed to obstacles or failures. Jimmy and his wife also used these conversations as a way to let Kai know that they would “always be there” and that they “cared.”

Even during the earliest interactions, Jimmy encouraged his son to try things out on his own in between demonstrations and questions. He remembered one occasion where Kai asked, “can you teach me everything?” To which Jimmy responded, “no, because most of the stuff you’re gonna learn, you’re gonna learn by yourself.” Jimmy believed Kai would learn the knowledge he was seeking through a combination of what he learned from others and personal experience.

Procedures. When asked to provide specific examples of interactions that included mentoring, Jimmy and Kai described a variety of times where the two of them had worked together on hands-on and challenging projects. Though these projects appeared to be their preferred method of working together, they also described times where mentoring included instrumental or psychosocial support. Further exploration and examples of these interactions are presented in the following subsections.

Hands-on and challenging assignments. Jimmy believed he and Kai had followed the “same lesson plan” throughout their mentoring relationship, and that this same plan was in effect when Kai sought out mentoring by other builders at Jimmy’s shop. Essentially, the process started when Kai expressed an interest in learning something new to his father or one of the other builders. From there, they would answer questions and provide a demonstration to help Kai learn a process. Following the demonstration, Kai would make an attempt to replicate what he had just witnessed. After his attempt, Kai would get feedback from his father, make adjustments, and repeat the process until he was able to complete the task independently.

Whether it was building miniature surfboards, pencil holders, or attempting to address design flaws inherent to current outrigger paddles, the focus of their mentoring interactions were commonly determined by Kai's interests.

Jimmy shared other ways he used challenging assignments to support his son's growth. Jimmy told a story about Kai's first attempt to cross the Molokai Channel in an outrigger canoe, what he believed to be a pivotal moment in his son's life. Approximately two-thirds of the way into the race, Jimmy said Kai "hit the wall" and was completely exhausted. He remembered watching as Kai struggled to get into the support-boat and then collapsed on the floor. Once Kai was in the boat, Jimmy said he told the other crew members that he needed to talk to his son privately. During their conversation, Jimmy asked his son what he wanted to do, and if he wanted to "call it quits?" He told his son, "whatever you say, we do" and followed this by asking, "what's your choice?" Jimmy said that Kai looked at him and said, "Dad, I don't want to go to school tomorrow and tell my friends that I made the crossing, but it took me two tries," and with that, he got back in the outrigger and paddled the fastest two miles of his race. In this moment, Jimmy said his son went from "a little boy" to a "young man."

Instrumental support. Throughout Kai's life, Jimmy tried to provide him with access to tools and resources that would support his efforts to participate in various communities and activities that included canoe building, competitive paddling, and another area of interest, flying. Kai remembered that his father not only wanted him to have the "best paddling equipment," but wherever possible, he wanted him to know how to build it. When Kai started building his own line of outrigger paddles, his father provided him with raw materials and workspace. When Kai expressed interest in pursuing a career as a pilot, Jimmy made arrangements and paid for flying lessons.

Psychosocial support. At several points, Jimmy talked about how much he loved his son and that he wanted to make sure Kai knew he “cared” about him. Jimmy said he did this by taking “time, anytime” that his son would “call or ask for help” to stop what he was doing and answer his questions. He said he made sure to do this even when he was “tired” or “sometimes frustrated” because his son was asking “the same questions, over and over again.” Jimmy said he had been doing this “every day, for the past 22 years.”

Of course, being available and answering questions were not the only ways Jimmy provided psychosocial support. At one point, Jimmy shared a story about writing a letter to give to Kai on the night he graduated from high school. The letter was a reflection on their time together and some of the ways that he was proud of his son. Jimmy said it took him “17 times to get through that without crying.” The efforts of his father were not lost on Kai who talked about how his father would get energized about helping him. Kai said, when it came time to discuss college, his father “went crazy with that stuff.” Kai described his parents as very supportive but also focused on making sure he was becoming a responsible adult. According to Kai, they said, “we’ll do everything we can to support you, help pay your bills, help get your car, help you find a new place to live. But eventually you have to be self-sufficient.”

Skills. As an internationally recognized expert in the field of outrigger boat design and construction, Jimmy was highly qualified to mentor his son into related communities of practice. Kai said Jimmy had been working on surfboard and boat repair since he was 12-years old and that his father had over 50 years of experience building boats. In addition to his knowledge as a builder, Jimmy was also highly experienced as a sailor. In spite of Jimmy’s knowledge in area, he was not very involved in coaching his son as a canoe racer.

In addition to Jimmy's technical knowledge, Kai said he believed his father being a "good" person had also contributed towards him being a good mentor. He believed, ultimately, that his father wanted him to "have all the knowledge" he needed "to be successful." Jimmy added that he believed his "expertise" as a mentor was due to "the fact that I support my son in whatever it is he wants to do."

Perceived barriers: Father. Rooted in his belief that there was always something to be learned through the interactions he had with his son, Jimmy's appraisal of their mentoring relationship was overwhelmingly positive. When pressed to think of examples of things that were challenging in their mentoring relationship, Jimmy touched on a common issue that all parents face, "sometimes (kids) will listen to their parents, (but) a lot of times they won't, but they'll listen to somebody else (a non-parent)." Rather than being a point of contention, Jimmy took the times that Kai did this in stride and said, "I knew I did the same thing when I was that age." Jimmy said he made constant effort to support his son in ways that were not intrusive. He said he didn't want to "overpower, overburden," or be too "protective" when it came to mentoring his son. Jimmy thought some parents struggled because they had a "bias" towards their children and could "get blinded by that" when it came to challenge their children to grow.

Perceived barriers: Son. When reflecting on the earliest days he spent at his father's shop, it became apparent that Kai's interpretation of the events was very different than his father's. Where his father remembered all their times together as positive, as a young child, Kai didn't always share the same enthusiasm and would get bored hanging out at the shop. Though Kai was only 4 or 5 years old, the difference in perception meant that, initially, he believed the interactions with his father were based on Jimmy trying to keep him "busy" rather than based on a genuine desire to spend time with him.

Kai also suggested that he and his father could be stubborn in their views. He remembered one time when they were working on a paddle “going around and around” in their discussion because neither of them wanted to back away from their opinion of how it should be done. He said this often continued in spite of the fact that they were both “basically saying the same thing.” He said this could be “annoying” and that he felt like he and his father would sometimes argue like siblings.

Kai also mentioned that he struggled to get his father to explain things from start to finish. He said because of his father’s “knowledge base,” he often skipped over the reasoning behind some of the things he did during a building process. He said his dad tended to give him the “abridged version” where Kai would prefer to know all the subtle details.

Lastly, though not identified as an issue for the two of them, Kai believed it was important for a parent to have a “knowledge base” in the topic area where they are trying to mentor their children. With this in mind he said his mother couldn’t serve as his mentor when it came to the work he did at the shop.

Perceived benefits: Father. Jimmy believed the mentoring relationship had made their father/son relationship “much more fun” and helped their immediate family to have a closer relationship. Jimmy said, “still to this day, Kai calls us and bounces things off of us” and that his son, “values our opinion.” He said he enjoyed that their relationship had changed over time from “just a parent/son relationship or family relationship” to what he described as an “adult friendship/relationship.” Jimmy found that mentoring his son had been emotionally rewarding and, at times, “totally magical.” He felt pride in Kai’s capacity to learn and his ability to “focus and get it done” when he found projects that interested him.

Jimmy believed that his decision to bring Kai into his workplace also created opportunities not afforded by a traditional parent/child relationship. He said, “most parents are not gonna go ahead and take their kids into a shop and show them how to use tools.” Jimmy added, “I’d rather him be aware of the mechanics that are available to him.” Additionally, he talked about ways that their mentoring had helped Kai to connect to and learn from others. Jimmy said, “between the time he was 7 and 15, is when he was really testing the waters with Ken and those guys.”

During a moment of self-reflection, Jimmy implied that the combination of parenting and mentoring practiced by him and his wife had contributed towards healthy life-style choices by his son:

(We know) so many families that talk about their kids, or drugs, or their kids are smoking and they’re doing all these things. My wife and I look at it and go, ‘thank god’ we (the family) did not go down that route.

Perceived benefits: Son. Kai said, “unlimited access” was one of the greatest benefits of having his father as his mentor. Kai didn’t have to worry that his “mentor went home” or was “with his family.” He said this meant that he could “ask him whenever I want” when he needed feedback on projects. He also believed that the father/son relationship had allowed his father to be more “direct” and “honest” when giving him feedback or advice.

In addition to access and honesty, Kai talked about how the mentoring relationship had created an opportunity for his father to pass on family knowledge. He said his father used mentoring as a way to show him “secret tricks of the trade.” Kai believed these interactions had also created an opportunity to preserve the knowledge his father had gathered that might otherwise be lost. He remembered asking his father; “So, who else is learning this stuff?” To

which his father replied, “uh... you.” Kai said the pressure he felt to learn about boat building did not come from his father, but instead came on a broader “family level.” He shared that the tradition of boat building and repair had started with his grandfather and was at risk of being lost if he had not made the choice to learn the family craft.

Perceived benefits: Both. Both father and son agreed that their mentoring relationship provided them with the opportunity to know each other beyond just a father and son relationship. Jimmy said their relationship had grown to include an “adult friendship.” Kai said the mentoring brought them “closer” through “shared professional interests.” Kai and Jimmy also agreed that the relationship had created opportunities to feel appreciated. Jimmy believed his son “valued” his opinion. Kai believed his father came to see him as a contributor versus a protégé: “He does say that I’m starting to expand his (knowledge base).”

Case Four: Philosophy and Human Behavior (PHI)

When Ian was in his mid-teens, he remembered his father, Yaron, bringing him along to listen to a congressional representative speak at a rally. While initially, he didn’t understand why his father asked him to go, years later, he realized this experience was a typical example of the way his father approached mentoring. According to Ian, he and his father, “went to see this lady speak (and) talk about her views,” and when the rally was over, his father asked him, “should I vote for her?” Ian told his father that he believed the speaker was “dishonest” and that he should not support her. Though Ian believed he and his father were at “opposite ends of the political spectrum,” he said his father heeded his advice and decided not to vote for this candidate.

In a separate interview, Yaron independently referred to the same event when asked to give an example of a time that demonstrated the way he had mentored Ian. He said that he took

his son to the rally to address his son's "minimal interest or concern in the political process." He said attending the rally had helped them to start talking about "political process and the importance of being engaged." He added, "he's very engaged now" and attributed it to "a mark of success of my process with him as a mentor," but also acknowledged there may have been other influences attributable to the natural course of human development. As a rabbi and business consultant, Yaron tried to provide experiences with a focus on healthy debate to help Ian learn how to assess both his own, and the "motivations" and "assumptions" of others. Yaron believed these were "practical life skills" that would support Ian's professional development.

According to Ian, his father provided mentoring by engaging him intellectually through conversation and debate. He described these conversation as "mental jousting," where the intent was "not for the specific purpose of bringing him around" in his ideas, but for the sake of participating in the cerebral process of debate. As a young adult pursuing a career in music, Ian said these exercises had helped him learn how to "stand up for myself, emotionally (and) intellectually."

Focus and context of mentoring relationship. At the time of the interview, Yaron was 58-years old and married to his wife, Iva. Together they had two sons, 23-year-old, Ian and, 25-year-old, Eric. The entire family was living in Israel, but had dual citizenship in the United States. Though Yaron said he also mentored his son Eric, the focus of this case was his mentoring relationship with Ian.

Professionally, Yaron had been a rabbi for over 30 years and a family business advisor and executive coach since 2000. Ian had been studying music since he was six-years-old and was enrolled in his fourth year at a university in Tel Aviv where he was pursuing an undergraduate degree in music and was pursuing a career as a professional musician. Though

Ian's career interests were different than Yaron's, he believed his father had been highly effective in mentoring him to become part of a philosophical "community of practice" he described as, "free independent thinkers."

According to Yaron, he had mentored Ian since his son was 4-years-old and capable of having conversations that involved "personality constructs." He described this as the point that Ian was able to respond to questions related to assessing the intentions of others such as: "What was going on?" and, "What are people thinking about?" By Ian's report, the mentoring relationship with his father did not start until much later. He believed his father had only been mentoring him for "the last 4 or 5 years." Prior to this, Ian said their conversations generally focused on parent/child topics like importance of "cleaning his room." He marked the start of their mentoring with the time that his father started to teach him "essential life lessons" that included their experience at the political rally.

From early on, Yaron said his goal for mentoring his son was to help gain "freedom" and "independence" while also helping him with "career planning." He said he trusts his son to be "a good human being" and as a mentor, he wanted to "empower him to be himself." When asked what he thought his son's mentoring goals were, he said that he believed Ian had a priority to keep things "enjoyable." Yaron believed the best way to keep the mentoring relationship "enjoyable" was to not impose his "hopes, needs, and fears" on his son. Ian believed his father mentored him so that he could become, "successful and independent." He shared that his father had been, "really supportive" of his choices, even when they were different from ones he would make.

Mentoring definition: Father. According to Yaron, a mentor was someone who "elicited" goals from another person and provided support, including counseling them to arrive

“where they want to be.” In the context of his mentoring relationship with Ian, he believed that mentoring had a “huge overlap with parenting,” however, it was also different because he had also supported his son with “career planning.” In addition to having mentored his son, Yaron had also worked with numerous non-family protégés over the years. When asked how these relationships were different, he said that his associations with non-family protégés commonly included more “professional boundaries” and were “more limited in scope and time.”

Over his lifetime, Yaron said he had three mentors that had all been men who were “older” than him. Two of these relationships were “really good” and one ended up being “problematic.” Yaron believed his “problematic” mentor had been a negative influence because he “wanted me to be more like him in how I acted with other people.” Based on this experience, he said he learned to be “more respectful” and to not expect his son to “mirror” his choices.

Mentoring definition: Son. Ian described mentoring as, “a relationship in which somebody (with) knowledge of a skill set, or a profession passes that knowledge onto someone else.” He added that he believed there was an “element of practice in mentorship.” Specifically, that mentoring was often associated with a particular profession or area of knowledge. Consistent with his definition of mentoring, Ian cited his father’s professional experience as a rabbi and consultant when he described Yaron’s qualifications to be his mentor. Ian believed that in order for a parent to also be a mentor they had to be “imparting a certain profession or skill.”

In addition to having several mentors of his own, Ian said he was “often in a position” where he had been a “musical mentor” to friends or classmates. He said that many of his protégés were “either new to music” or had not been “serious about music,” and reached out to him because of his experience. Ian said his father had taught him to value being, “respectful,

being frank, and being open and honest with everyone” and that these lessons had helped him to have better relationships with other mentors.

Strategies. Throughout their mentoring relationship, Yaron and Ian frequently relied on debate as a means to challenge each other intellectually. Ian described their debating style as “mental jousting” and Yaron said it was, “the mode that we (used to) communicate with each other.” He added that both he and his son found it, “enjoyable.” According to Ian, a conversation with “mental jousting” typically included topics like politics where Yaron and Ian held opposing views. The purpose was to challenge each other “intellectually” in ways that would build Ian’s ability to assess the “assumptions” and “motivations” of both himself and others. Ian credited these kinds of discussions as having helped him with, “understanding people, figuring out people, and reading people.”

Another way that Yaron focused his son’s professional development was asking “him about his career” and following up with him on how he was meeting his goals. He said part of the reason he had done this was to help his son learn to become financially independent. He added, “I don’t want to pay him allowance forever.” Yaron said he was concerned that paying an allowance reflected on his son’s “independence and ability to find his way in the world.” Ian believed his father just wanted him “to be successful in whatever I do.” He added, “he just wants me to be successful and independent,” and, “he’s really supportive of whatever I do.”

As Ian got older, Yaron said he tried to back away from the use of certain direct supports. Though he never, “set it as a rubric,” he has made an effort to communicate to Ian that, “if there’s something he asked me to do for him” and Yaron thinks “he can probably do it better (on his own)” he would no longer provide direct support in that area. At times, these boundaries were established by Yaron and, at other times, it was Ian who set them. Yaron recalled when his

sons were younger he used to walk them to the bus stop, admittedly, “long after” he “should have.” One day, according to Yaron, Ian said, “Dad, enough! No more walking us to the bus stop.” Though specific details were not given, Yaron also mentioned a time more recently, when Ian wanted his father to “back off” regarding unwelcomed input on his personal finances. Yaron indicated that it had been a constant learning experience to balance being supportive with also encouraging independence. Ultimately, Yaron said he wanted his son to, figuratively, “walk” with him by independent choice, “not by compulsion.”

Part of Yaron’s mentoring strategy had also included involvement from his wife. He said that, over the years, they had worked together as “parent mentors.” As such, they had made time to “talk through things” including how Yaron would “relate with them,” referring to Ian and his fiancé. Yaron said that he and his wife had been “sounding boards for each other.” He credited her with helping him to maintain appropriate relational boundaries with his son. Though she had shared her thoughts and opinions about mentoring topics with Yaron, she was not directly involved in “goal setting,” Yaron said, “I do that with Ian.”

Procedures. When asked to provide specific examples of their mentoring interactions, Yaron and Ian made repeated references to exchanges where they had challenged each other’s points of view. In addition to challenging-dialogues, there were also examples of instrumental and psychosocial supports. Further exploration and examples of these interactions are presented in the following subsections.

Challenging dialogue. At several points, father and son mentioned how dialogue, described by Ian as “mental jousting,” had been the primary way the two of them interacted as mentor and protégé. Yaron said this was a form of debate and “the mode that we (used to) communicate with each other.” Typically, these conversations involved the two of them, (a)

informally or formally selecting a topic. (b) sharing their “perspectives” or “advice,” followed by, (c) active debate where they “challenged” each other’s views or asked questions that had included, but were not limited to, “what do you think of this person” and, “what do you think is going on?” Over the course of their mentoring relationship, these conversations covered numerous topic areas and helped Ian and his father to “challenge” each other “mentally.” Ian credited this discourse with helping him to effectively read, empathize, and understand other people.

According to Yaron, when it came to mentoring Ian, he also relied on input from his wife. Yaron gave the example of a time when he was attempting to teach his son about managing household finances. He said he and his wife talked “through things” that included discussion about the appropriateness of him advising his son in this way. Yaron said, after some discussion with his wife, she helped him to realize that his input was intrusive and, in this case, he needed to “butt out.”

Instrumental support. Throughout Ian’s life, his parents provided him with financial support towards his pursuit of a career in music. This included paying tuition for schooling and private lessons as well as an “allowance” for basic living expenses while he completed his education. Yaron said his son “knows that he will never be on the street or starved.” He added that Ian, “knows that that’s not the picture for him.” Though Yaron believed providing Ian with an allowance was helpful to his son, he also believed it could become counterproductive for his son’s personal development. Specifically, Yaron said, “if I needed to pay him allowance forever, something is going wrong here.”

Ian also believed that Yaron had been a teacher to him. He said that his father had taught him how to “read” people. Ian said this skill helped him to understand the intentions of others.

He said his father had done this by encouraging him to ask himself questions when interacting with others. Yaron also taught through activities like the earlier example of taking him to a political rally. In both cases, Yaron encouraged his son to share his appraisal of people and situations. Ian said this process had helped him to build “sympathy” and “empathy” for others and to have, “much less anxiety when making important decisions and doing big things.”

Lastly, Ian gave an example of one time where Yaron had “protected” him from the negative influence of a former mentor of his father, who Yaron later learned had bad intentions toward the family:

I was supposed to study (with father’s negative mentor), he said my father studied with him, my mother studied with him, my brother studied with him. I wasn’t old enough, and so by the time I was old enough to study with him, my dad was starting to catch on that this guy wasn’t all he’s cracked up to be and protected me from him, made distance between me and that man.

Psychosocial support. Ian reported that his father had always been, “one-hundred percent supportive” of his professional interests even when they did not align with his own. He believed that his father encouraged him because he “was sincere” about pursuing a career in music. He said he believed his father’s goal for their mentoring relationship was to help him to become “successful and independent.” Yaron also mentioned an effort to convey unconditional love and support. He said he “cherished” his mentoring relationship with Ian and tried to focus on being supportive, “not oppressive” by “not imposing” his own “hopes, needs, and fears” on his son:

What I don't hold on to and I don't see Ian holding on to, are particular expectations of outcomes based on that relationship. That, to me, is really, really important... letting him be him and letting me be me in this relationship.

Skills. According to Ian, his father was an expert in “reading, empathizing, and understanding people.” Ian added that both he and his father were “pretty good at predicting somebody’s response” and “understanding someone’s behavior.” Ian believed these innate-abilities coupled with his father’s work experience helped qualify Yaron as his mentor. Yaron credited personal and professional accomplishments as qualifications for his ability to mentor his son:

My own success in doing the things that I hope for him to do, and my experience with mentoring other people and seeing that my work with them has gotten them to where they want to be, in other words, where they presented the goal or I asked them to present the goals, and yes, they’ve gotten there.

As a rabbi and consultant, mentoring others had been a regular part of his work for decades.

Perceived barriers: Father. Yaron said his efforts as a mentor were not always successful and, at times, he thought his input had been “rejected” by his son only to learn later that his son had been paying attention. As their relationship evolved, he said that he started to understand what Ian had learned by observing the way he behaved with others:

Sometimes he would pretend, or not want to, to receive (what Yaron was trying to teach).

But much more so that he would receive in a way that I may not get a cue from him that he’s received it, but then I would see behaviors later that would say he got it.

Yaron had similar challenges when it came to goal setting and mentioned that Ian had often been resistant to goals that he suggested. Yaron learned that if he “tried to impose a goal” on Ian, it

was “not possible” and “folly.” As a clergyman and professional advisor, this was one way that his mentoring relationship with Ian had been different from those with other protégés. Specifically, when working with non-family protégés, the relationships were structured based on “specific goals” that were “elicited” by Yaron.

Yaron also struggled at times with interpersonal boundaries with his son. During his interview, he most frequently cited scenarios that involved finances when trying to explain times where he may have struggled with boundaries or been guilty of “inappropriate reach-ins.” One example of this was a time where he learned his son and fiancé had been regularly dining at expensive restaurants at the same time that he and his wife had been giving them money for living and educational expenses. Yaron said he ended up making an, “unwelcomed foray into their (financial) lives” that resulted in some conflict between him and Ian. After consulting with his wife, they decided it was their choice to give money to their son, but that did not mean they could also dictate what happened afterwards.

Perceived barriers: Son. Ian believed that their mentoring relationship had been largely positive, however, while he believed that his father had trusted his opinion on certain matters of debate, he felt there were also limits to his father’s trust. These limits were specific to Yaron’s willingness to discuss a relationship with one of his mentors who ended up having a significant influence on the entire family. Ian said this man had been, “part of the reason my family came to Israel” and that his “father studied with him, my mother studied with him, and my brother studied with him.” Ian’s efforts to get his father to talk about this relationship had been “refused” and he felt that his father was not telling him extremely important information” about this part of their family history. He added that his father’s refusal to talk about this topic had “been a point of contention” and made him question the trust between them.

Perceived benefits: Father. Yaron believed that his mentoring relationship with Ian had benefited both of them personally and professionally. He described the experience of mentoring his son as a “radiance of joy in my life” and felt that the things he did that he considered “parenting” were “better because of the mentoring.” He said the mentoring relationship helped them to learn how to communicate with each other in ways that wouldn’t “break” their “relationship.” He also said the relationship had been “fun.”

Professionally, Yaron believed their father/son mentoring relationship had helped him to raise his awareness to “how problematic” it can be to become overly involved with other protégés. He said he had clients who “very much want me to run their lives for them” and, through his experience mentoring Ian, he has learned the importance of encouraging their independence. While he didn’t believe that there was anything necessarily observable in their interactions, he felt that his son had “influenced” him in ways that contributed towards “positive outcomes” with his other protégés.

Perceived benefits: Son. Ian believed their mentoring relationship had brought them “closer” as father and son. He said that, without it they would have been more “detached.” Ian also thought the relationship had helped him to develop both personally and professionally. According to Ian, his father’s mentoring had given him a “boost in the right direction” when it came to standing up for himself both “emotionally” and “intellectually.” Ian believed that the mentoring had also helped him learn about, “reading people, and working with people, and understanding people.” Ian believed their relationship had been reciprocal and indicated that it had provided him with the opportunity to encourage similar growth in his father. He said, “I challenged him intellectually and showed him positions and ideas that he may not have considered before.” He felt that when he learned “something new,” “often” his father was

“learning something new” as well. Ian seemed proud that his father valued his judgement and said it was “pretty big” that “a man in his early 50s” would ask the opinion of “their teenage son.”

Perceived benefits: Both. Both Yaron and Ian agreed their mentoring relationship had provided them with the opportunity to grow closer as father and son. Yaron said, “I think that because of the mentoring I do, we have a better parent-child relationship, it’s bigger, in a good way.” Ian believed the mentoring relationship was “part of our father-child relationship” and that he believed it helped to make them “very close.”

Case Five: Professional Musicians (MUS)

From the time Noa was a toddler, he had a remarkable talent for keeping rhythm. His ability was so profound that his father, David, a professional musician, decided to buy him a drum set when he was only 2-years-old:

He was built with the beat in him, so me and my wife just gave him the instrument (drums) because we were tired of him dragging pots and pans out. If he wasn't good at it, maybe we wouldn't have, but he was keeping the beat and impressing the shit out of me. I was like, "Whoa! You're 2-years-old!" and “Ok, we're getting a drum set." He had this cool beatboxing thing that he did with his mouth, you know. Not like regular beatboxing, so one of a kind, man. He got a super gift, I'll tell you.

Noa shared a very similar story, “I started out when I was 2, drumming on pots and pans with a pretty good rhythm.” By the time Noa was 7-years old, he was already performing professionally with his father. In addition, David also included Noa in informal jam sessions, where he got the opportunity to play music with “countless” other Hawaiian musicians. By the

time Noa was in his late teens, he and his father formed, Mana, a father/son musical partnership, and were performing close to 15 to 20 hours a week at venues across the Hawaiian Islands.

In addition to the mentoring relationship related to music, David said he tried to help his son in ways that were related to Noa's disability. When Noa was younger, he was diagnosed with high-functioning Autism Syndrome and sometimes needed additional support interpreting social situations and cues. David said he tried to help by allowing Noa to observe him during social and business interactions. He tried to give his son feedback and let him know when he might have been acting in ways that would lead to others thinking he was being "egotistical" or inappropriate. Noa recalled several times where his father had taken him "on the side" and talked to him about ways he could adjust his behavior when being social with others. While father and son believed his disability created challenges for him socially, they also believed that having Autism may also have been the reason for Noa's exceptional talent with music. Noa said, "I had this ability to basically absorb anything that is put in front of me, be it music, science, or math. I was able to learn at a very increased rate."

Focus and context of mentoring relationship. At the time of the interviews, David was 41 and was married to his second wife, Laura, for almost nine years. He had four children from a previous marriage that included 21-year-old Noa, 19-year-old Keaka, 17-year-old Kai, and 16-year-old Kalani. David, Laura, and Noa lived together on west side of their island while his younger sons lived with his first wife in on the east side. David was a professional musician and had been playing in Hawaii for almost 25 years. As the son of a musician, David grew up in a family where music was a part of everyday life. Similar to the mentoring relationship he had with Noa, David indicated that his father mentored him. He described his father as "patient" and "thoughtful" and said he had been "influential" when David started to mentor Noa. David

aspired to have his father's "patience" and "easygoing" nature when working with his own son. According to David, he started mentoring Noa around the time he was 4-years-old. He said their mentoring relationship started when Noa began accompanying him to gigs and musical gatherings. Initially, David said his son would come and watch, but that changed as he got a little older. By the time Noa was 7-years-old, he had the ability to participate as a member of his father's band. Though David believed he had also been a mentor to his other sons, he said none of them showed the same level of interest or talent as Noa.

By Noa's approximation, the mentoring relationship with his father didn't start until he was 7-years-old. He said, the mentoring part of their relationship began when he started being paid as a performer. He said that his father had given him his "first job" as a musician and had also taught him "how to be good" at it. When reflecting back to this time, Noa added:

My dad basically mentored me through the process of being a musician and gave me all the tools I needed. He bought me a drum set, taught me hours and hours' worth of songs so I knew every song by heart. He even bought me a really expensive metronome to teach me how to work with timing.

Unlike other kids his age, by the time Noa was 7-years-old, he already knew that he wanted to be a professional musician (per Noa).

When David and his first wife divorced in 2002, Noa and his father were no longer able to see each other on a daily basis. Where they had previously been able to count on playing music together daily, David said they hardly saw each other in the years that followed. According to David, this remained the case for much of Noa's late childhood and early adolescence. He said, "it was different because he wasn't home where I could have been

mentoring him every day throughout the week.” During those years, David had to rely on Noa to practice on his own when they were not together.

As Noa entered his late teens and early twenties, their mentoring relationship began to change. Where it had previously been focused on having “fun” and “jamming” with other musicians, David said he became, “more serious” about how he was mentoring his son. Specifically, he started encouraging Noa to “refine his methods” and to always be at the top of his game when performing. David wanted to help Noa build a “foundation for his career” and to work towards becoming an independent adult.

In 2012, when Noa graduated high school, he moved back in with his father and together they formed Mana, a father/son Hawaiian music duo. By 2016, they had released two albums and were touring across the United States. Also in 2016, Noa was preparing to release a solo album which featured him on the slack-key guitar with guest appearances by several well-known Hawaiian musicians. In addition to mentoring Noa as a musician and performer, David tried to educate his son about the business and promotional side of their work. He did this by including Noa in the process of booking gigs and coaching him on interpersonal skills to help him with interviews and interactions with the public.

Noa said one of his goals had been to find ways, as a musician, to “add something” to the music he played with his father. Noa wanted to become the best musician he possibly could and shared his thoughts about the way he and his father had approached making music:

The way that we look at music is almost like art. It, it is an art in itself, but it's kind of like ... It's kind of like a collaborative painting almost. Like, you have one guy who starts a painting. You have one guy that basically makes a counterpoint and he starts painting

something to go along with that painting. It doesn't take away from the beauty of the first painting, but it more like adds or enhances the first one.

Mentoring definition: Father. According to David, mentoring was, “pouring yourself and everything you’ve learned and gained into someone else.” As a mentor, he had tried to “think ahead” about how his son’s needs might require him to act. For example, he had made an effort to break down tasks in ways that Noa could understand “why certain things need to happen a certain way.” At the same time that David believed that mentoring was a big part of parenting, he didn’t believe that all parents were mentors to their children. When asked to explain where mentoring diverged from parenting, David said he believed that he had been a mentor because of his efforts to teach Noa about “music, society, and culture.” Though David believed he had been mentoring Noa for most of his life, he was also self-critical and said that he didn’t consider himself to be a good mentor because he could be very impatient and, at times, lose his temper.

Mentoring definition: Son. Noa described mentoring as, “teaching on a personal level where you can give somebody something that they can use to help them better their life.” He also suggested that mentoring did not end with a single mentor and protégé relationship. Specifically, he believed part of being a protégé had been learning things that he would one day “pass on to the next person that *he* would want to mentor.” He said his father had “opened so many doors” for him that helped him to “not just be living in the world,” but to also be, “a part of it.”

Noa said the chief difference between parents and mentors was where they placed their focus and the level of their expectations. Specifically, he said that parents were typically, “softer on you” and that their job was to teach their children “what they’re supposed to do to be a good person.” Conversely, a mentor was someone who pushed and challenged you to “be the fullest

and the best that you can be.” He believed a mentor would “push you past your comfort zone and help show you what you can really do.” At the same time, Noa also believed parents were more likely to be “perfectionists” while mentors were more likely to be patient and understanding about the process of learning.

Strategies. As a mentor, David had constantly made an effort to provide Noa with opportunities to observe and collaborate with other musicians. Starting when Noa was 4-years-old, his father brought him along as an observer when he played recreationally or professionally with other musicians. By 7-years-old, Noa was often playing alongside his father and the other musicians. While early on, David said he and his son focused on having “fun,” he noted that, over time, their mentoring relationship became more professionally oriented. David became more deliberate about Noa growing as a musician and performer by encouraging him to focus on his “methods” and to “sing the very best he can every single time.” He said that he wanted Noa to understand that, “every night has to have the equal amount of concentration.” He also wanted Noa to realize that they were “not a garage band anymore,” and that they were “trying for something important.”

In addition to the time they spent playing music together, David also supported Noa in ways that would provide him with time to practice. This included financial support that allowed Noa to play guitar during the day instead of getting a job. David said he and his wife talked about Noa working, but both agreed it would only be “taking his time away from the guitar” and not “benefiting his career” as a musician.

Lastly, David tried to address some of the social challenges Noa faced because of his disability. He said that he often included Noa, as an observer, in both informal and professional conversations that he had with other people. After these meetings and other social interactions,

David would often debrief with Noa about what took place and how his behavior was appropriate or not. David said giving feedback that included verbal corrections was part of the way he tried to encourage Noa to become independent and responsible for himself.

Procedures. When asked to provide specific examples of interactions that included mentoring, David and his son described a variety of ways that their musical partnership had provided opportunities for Noa to learn from his father. As professional collaborators, they spent a great deal of time together in a wide variety of contexts. These interactions often served as naturally occurring training grounds for Noa's professional and personal development. David's approach to mentoring included the use of hands on and challenging assignments, instrumental support, psychosocial support, and role modeling. Further exploration and examples of these interactions are presented in the following sub sections.

Hands on and challenging assignments. By the time Noa was a young adult, David was regularly using challenging assignments as a way to “push” his son to grow as a musician. They included challenging his son to advance his knowledge and skill on the guitar, perform to his greatest ability, and to be comfortable playing as an equal with iconic musicians in Hawaii. In one example, David encouraged Noa to record a solo album. David said he felt “compelled” to help his son create something that would serve as a “foundation for his career.” David believed that working on a solo album would help Noa to realize his full potential. Noa said it was part of the way that his dad always “found a way to challenge me,” and described the experience of writing his first album:

I literally recorded, in a month, an entire album of instrumentals that I wrote just right off the top of my head. And he (David), kept going, “Okay, I want you to write something new, I want something fresh, I want something better than you’ve ever created.” And he

pushed me, and I ended up writing an entire album and I didn't have to really think about it.

Noa said that his father kept saying, "I know you can do better," and kept pushing him past his "limit" because he knew Noa could do more. At the time of our interview, David was already thinking about encouraging his son to work on a second solo album.

Instrumental support. Throughout their mentoring relationship, David provided his son with the tools and resources to support his participation as a musician in both recreational and professional settings. This included buying him instruments, scheduling performances, arranging musical gatherings, connecting him to teachers, and helping him to find ways to continue to advance his learning. Noa mentioned that he and his father had also worked together to save money to help pay tuition for him to attend the Berklee College of Music in Boston, Massachusetts. David also provided regular coaching and teaching based on his own experience as a professional musician.

Psychosocial support. David wanted his son to be the very best musician he could be, and at times, both he and Noa agreed that he had been very blunt with the feedback he provided. As an example, David talked about a time when he wanted Noa to understand how something he had said might come across the wrong way to others:

I'm only telling you this because nobody else in the worlds gonna do it. I'm the only one that can come to you and tell you, "Hey, when you say this, it makes you look kind of egotistical or stupid, or whatever, and you don't know it, and that's why I'm telling you, because I know you care what people think about you, you want people to like you, and nobody else is going to tell you this. I'm here to tell you so you can make little adjustments."

Though David believed there were times where he was too hard on his son, he also talked about how much he loved Noa. He said that his son was, “purer than driven snow” and that the mistakes he sometimes made in social situations had often been a result of this innocence. He said that he had tried to reassure his son and let him know that he wasn’t saying, “you’re not good,” when he gave him feedback.

In addition to giving critical feedback, David had also used the process of song writing as a way to talk about things like relationships and emotions. He shared a story about a time when they were writing a romantic song and Noa wanted to add lines that David perceived as naive or immature:

And I said to him, “It’s not your fault, because you haven’t had a loving relationship with a woman yet, so you can’t be expected to think of more than the common, ‘roses are red and violets are blue’ kind of thing.” So, I would walk him through that and we would find other methods of dipping into the same emotion. I would just kind of throw in a little there and let him kind of go along and say, “Okay, I did that line, you do the next line.”

David said that he tried to use their time together on the road to help his son work through some of these types of issues.

While Noa admitted that there were times his father’s feedback might have appeared hard to others, he said he did not feel that his father had been a “tyrant.” Noa valued his father’s input and felt that it had contributed toward making him a better person. Noa said his father kept telling him: “I know you can do better and I want you to keep working and getting better.” He added that his father continuously pushed him past his limit, because he knew “I could take it.” Overall, he believed his father had helped him to realize that the “world was not against him”

and he didn't "have to be angry at anything." He said his father helped him to "understand the world better."

Role modeling. At several points, David said he encouraged Noa to watch him, both when performing and interacting with others. David said he did this because he wanted Noa to be able to "do what I'm doing one day." He added that he had done his "best" to show his son how to perform, but had also tried to show him, "how you greet somebody, how you look them in the eye, and how you talk to somebody or shake their hand." David was also explicit with Noa about his efforts to model behavior and remembered telling him, "I hope you realize how I'm doing this, because I want you to realize you need to do it too."

Skills. Noa believed that David was well-qualified to be his mentor because he had close to 25 years of professional experience as a musician. In addition to mentoring his son, David had also been a teacher and musical mentor to young children in his church. David came from a multi-generational family of musicians and had been mentored by his own father at various points during his life. When Noa described what qualified his father to be his mentor he said:

A better question is what doesn't he qualify at. He's very skilled at playing different instruments, he has a fantastic singing voice, he's a vocal coach, he understands music, and he can write some incredible songs. I mean, my dad is a killer song writer. And he had all of these years of performing for bands and played at literally every venue in Hawaii. He has all this knowledge that he's willing to pass on to me and, honestly, I don't know any way how he's not qualified.

Perceived barriers: Father. According to David, one of the most significant barriers to their mentoring relationship came as a result of his divorce in 2002. After the divorce was finalized, Noa and his brothers moved away with their mother. In addition to the physical

separation, David said, “his mom hated my guts” which made it even more difficult for him to have time with his kids. He added that, from this time forward, “it was different” because, “they weren’t home where I could have been mentoring them every day throughout the week.”

When David tried to explain what he thought was the most difficult part of being a mentor to his son, he talked about his “problem with anger.” David said he could get “caught up in his own thoughts” and “insecurities.” Over time, he learned that he needed to “walk away” and “cool off” when he was upset or “getting emotional.” Because of his emotional reactivity, he said there were moments where he didn’t feel like he had done a “very good job” or been “a very good mentor” to Noa.

Lastly, while David believed Autism played a part in Noa’s exceptional musical talent, he felt that his son’s reluctance to publically share his condition had gotten in the way of him reaching his full potential. He said:

I would really like for Noa to start having things click. And that's why I have this idea about coming out with this disability, technically it's actually a super-ability. Coming out publically with it, I think, will help him kinda move into that next section of his life.

David believed that his son had the potential to be a role model to other kids on the autism spectrum. He also believed it would have helped their audiences to look past some of the socially awkward things Noa might have said or done and focus more on his musical talent.

Perceived barriers: Son. Where David believed his sometimes-stern way of interacting kept him from being a good mentor, Noa believed that a mentor who was too kind and compassionate might struggle to push real change in their protégé. Noa said his mother had always been the opposite of his father and had sheltered him too much when he was a child. He said she had been “over-kind” and “over-compassionate” and it had resulted in him being

“incredibly lazy” during the time he lived with her. While Noa did mention that his father had a temper, he said, as he got older, his father had learned ways to calm himself down by either going on a drive or going to his room and taking a nap and didn’t consider it to be a problem for their mentoring relationship.

Perceived benefits: Father. David believed his mentoring relationship with Noa gave him “purpose.” He said that he had struggled with his “own hang ups” and “insecurities,” and that his relationship with Noa had been instrumental in helping him to carry through during difficult times. His goal was to “set my son up with a foundation that he can grow on” and believed mentoring had allowed him to play a direct role in making that happen. As much as he had enjoyed playing with his son, his hope was to one day “turn it all over to Noa” and to step away from the intense touring schedule they had maintained.

David also described an intense emotional experience while playing music with his son and said their musical partnership had bordered on a spiritual experience at times. To this he added, “when Noa and I are really on our game, it’s so sweet, it’s everything it should be.” According to David, performing with Noa felt like “nirvana” and had made him feel connected to their “intended future” and “destiny.” He cherished the innovation and energy Noa brought to their music and described playing together as “invigorating.”

David also talked about how the mentoring relationship had helped to keep his family connected. He said his mother “sews our costumes” and that she and his dad had attended an awards ceremony in Honolulu on behalf of Mana. He also believed the relationship brought his second wife closer to Noa and allowed her the opportunity to also support him “in many ways.” When describing their mentoring relationship, David said, “we’ve created something wonderful and there’s nothing else like it.”

Perceived benefits: Son. In addition to opening doors for him, Noa said the mentoring relationship with his father had helped him to feel that he wasn't "just living in the world," but was also "part of it." Even when he was full of doubt, he could count on his father to "always see the best in me." He valued how their relationship allowed them to collaborate as artists. Noa reported that his playing evolved to a point where, on occasion, he was teaching his father to "bend the rules of music." He added, "I would sometimes come up with a killer chord change, and he would be like, 'Could you show me that?'" Noa also believed that the mentoring relationship between him and his father had helped him to see that Autism wasn't a disability, but a gift. About his father, he said, "He says I'm brilliant," and "There's many geniuses out there who had Autism." Lastly, Noa believed their relationship had created the opportunity for him to carry forward his family legacy of making music:

Well, the one thing that every father wants to have is basically a legacy that can continue on through, uh, through his child. So, my father is basically building this musical legacy by writing all these incredible songs and meeting all these people and developing a name so that I can actually live off of what he's created. And not just that. He wants me to add onto it and become part of the legacy. So that I won't be just, you know, I won't be like all those kids you know, to be fed by a silver spoon because, you know, my dad is so-and-so and I don't ever have to work a day in my life. But, I want to be someone who's going to contribute so that I can actually have a legacy for my children and continue. Continue what my father started.

Perceived benefits: Both. Both father and son agreed that mentoring had provided them with the opportunity to both collaborate and to get to know each other beyond a father and son relationship. As a musician, David said that their relationship has taken him "way further

than I ever go myself.” He added that, together, they have, “created something wonderful and there’s nothing else like it.” Noa said the time he has spent playing with his father has made them very “close” and helped them to find ways to “complement” each other as musicians.

Case Six: Computer Science and Engineering (ENG)

From the time Ken was an infant, his father Bob had been consciously seeking ways to build learning opportunities into the time they spent together. Many of these opportunities included involving his son in projects and activities that surfaced naturally in daily life. In one of the earliest examples, Bob used his own need to study for his engineering degree as an opportunity to read to his son:

They tell you when babies are little you're supposed to read to them. He was so little, I had to read things for school, so I'd read my engineering books to him. He didn't know what I was reading, so I was killing two birds with one stone. I read a chapter with statics or strength of materials.

As Ken got older, the mentoring relationship with his father became increasingly more formal. Bob deliberately started to include Ken in planning and executing household and other technical projects. In an effort to help his son to learn about electronics and engineering, Bob created a household rule, “before we would throw away a small appliance or something, we’d always take it apart.” He added, “I’d look at everything to make sure it wasn’t sharp or dangerous, but nothing was in the garbage unless we completely disassembled it.”

By the time Ken was eight, their projects grew in sophistication and complexity to include building a hovercraft using an engine from a leaf blower. During the process of building the craft, Ken remembered that his father helped him by “showing me how to use all the tools” and explaining “the physics that were behind it.” In addition to having Ken be hands-on during

the design and construction, Bob included Ken in trouble-shooting when they encountered problems. He said, “When we ran into problems, I was like, we gotta move forward.” Bob used trouble-shooting strategies he learned during his career as an engineer to guide Ken. With all their projects, Bob tried to make sure that Ken’s tasks were age-appropriate and said, “I helped him design and build it,” but also made sure that Ken was safe. He added, “We had a rule that nothing could be plugged in without me checking it out first.” When applied to working on the hovercraft, Bob said, “he was old enough to help cut parts and mount things and shoot screws.”

According to Ken, the mentoring he received from Bob was something most of his friends never got to experience with their fathers. He said, “a lot of parents didn’t do stuff like that.” He added, “most kids, just kinda did their own thing and their dads would not be around.” Bob said the mentoring side of their relationship happened naturally through their work together on projects. “The whole mentoring situation, I didn’t plan it, it just kind of happened. I guess some fathers go fishing and hunting with their son, him and I do projects.” Bob also believed this kind of project collaboration was something that “most fathers don’t do.”

Focus and context of mentoring relationship. At the time of the interview, Bob was 58 and had been married to wife, Connie for almost 30 years. In addition to Ken who was 24-years old, they had two daughters, Becky who was 26-years old, and Brianne who was 22-years old. Bob, his wife and two younger children lived in the suburbs outside of Milwaukee, Wisconsin. When Bob was in his early 20s, he completed an associate degree in engineering. Professionally, Bob had worked for nearly 40 years in various mechanical and engineering positions that included motorcycle repair, appliance repair, and computer programing. Bob’s current job was managing a “detailed technical support” call-in center for a major appliance manufacturer.

Similar to his father, Ken opted for a 2-year college program. After he completed his associate degree, he took a job selling cars where he met his first non-family mentor, a sales manager named, Allen. Ken described Allen as both a “friend” and “mentor” who had helped him to learn about selling cars and “making money.” When asked to describe the difference between his mentoring relationship with Allen compared to the one with his father, Ken said it came down to the scope of support. Specifically, his relationship with Allen was purely professional and “sales-based” as opposed to his father who provided “all-encompassing” support. Shortly after leaving his job selling cars, and with networking support from his father, Ken secured an internship with the same appliance manufacturer where his father worked. After he completed the internship, he was hired to work on the operating software for their human resources department.

By Ken’s approximation, his father had been a mentor for most of his life. He said the mentoring part of their relationship started when he was “a small child.” Bob reported a similar timeframe and said that he thought the mentoring relationship began in “grade school.” Bob largely focused on hands-on and challenging assignments as the foundations for their mentoring relationship. He shared several examples of times when he had included Ken on projects. From early collaborations, such as taking apart broken appliances and house-hold gadgets, Bob created opportunities to teach Ken principles of project management, technical use of tools, and tried to encourage him to understand the value of “getting a job done.”

As Ken transitioned to young adulthood, the mentoring relationship with his father became increasingly more collaborative and reciprocal, especially when it came to learning. For example, around the time that Ken turned 20, Bob started to notice that his son’s knowledge of computer programming was starting to eclipse his own. He said, “I got him started on how to do

the HTML code and websites and now, he's advanced to another level." Bob added that Ken started teaching him some of the "more advanced things he's doing in programming." When asked how their mentoring relationship had changed from the time he was a child versus an adult, Ken said it changed from, "hold the flashlight and watch," to "I'll take care of the left side, you do the right side." Bob said the relationship evolved to where they had "mutual respect," where "neither one of us was the boss, neither one of us was the know it all." Instead, Bob said they reached a point where he "really enjoyed" watching his son "come up with better ideas."

Mentoring definition: Father. According to Bob, mentoring was, "teaching, providing examples, interacting" and "sharing some skills." He said that mentoring was different from teaching because of the "relationship" aspect. Specifically, he believed a mentor had a closer relationship to a protégé than a teacher to a student. Bob added his belief that if you didn't have a strong relationship with your protégé, it could inhibit learning. Bob said having a strong relationship contributed towards "credibility" and helped him to gain his son's trust and involvement without having to be an authoritarian or "gestapo" type parent. Bob also believed that it was important to make learning "fun" and added that this was something he learned from his mentors. He believed his mentoring relationship with Ken went beyond parenting and was only possible because he already had a "healthy" and "strong" connection as a parent. Bob also believed that his mentoring relationship with Ken was different from those he had with younger employees at his work because he cared so deeply about his son's success. He said, "with Ken, it's different, more personal. I just really want to see him succeed."

Mentoring definition: Son. Ken described a mentor as somebody who, "has experience" and "helps somebody who doesn't have experience." When asked to explain the difference between being a teacher and a mentor, Ken said, "a teacher is just giving you

information, a mentor is a little bit closer.” He believed that, with a mentor, there was a “more personal bond.” Further, a mentor was, “somebody who cares that you’re successful” to a greater degree than a teacher might.

Ken said he thought there was a difference between being a parent and a mentor, but was not able to provide an answer when asked to explain the reason why. He said that a parent is “a parent by default” and said that if a parent wasn’t taking interest in teaching and helping their children to succeed, they were not acting as a mentor. He added that his father taught him things that were “all encompassing” to his life and didn’t just focus on “one specific thing.” He also noted that the parents of many of his friends did not teach or collaborate on projects with them.

Strategies. As a mentor, Bob regularly came up with projects to engage his son in collaborative learning experiences and to spend time together. When Ken was younger, these projects commonly focused on taking apart household appliances and other broken electronic items. As Ken got older, the projects became more elaborate and sophisticated. The projects progressed over time to building a hover craft from a leaf blower, and working on cars and motorcycles when he was in high school. As Ken transitioned into early adulthood, the mentoring projects began to include original design work in computer programing and home improvement projects.

When reflecting on the projects they had done over the years, Bob and Ken recalled the importance of project management skills. Bob said he tried to get his son to, “think ahead” and to approach tasks through an axiom he called “the old rule.” The rule was, “find your work and then make your plan.” Bob explained, “You visualize it in your brain, you plan it out, maybe write it down on paper and always think, ‘what’s gonna hang me up? What do I have to overcome and try to overcome before it gets here?’” Though Bob didn’t recall ever explicitly

outlining this process with Ken, he said they, “just did that” every time they approached a new project. According to father and son, projects always began with a targeted end in mind. Using computer coding as an example, Ken explained why project planning was so important, “if you don’t know what your web application is gonna solely do before you start building it, it’s gonna be a mess.” Ken added that his father was always thorough when it came to planning. He said that Bob typically involved him in the entire process associated with a given project. This meant that Ken not only helped with the hands-on aspects, but he also was involved in design and procuring materials.

Throughout their mentoring relationship, Bob also encouraged Ken to do his own thinking as opposed to giving him the answers. Bob recalled a time when he recognized a possible flaw in Ken’s design for a weight-lifting bench. Rather than point it out and solve the problem for him, he remembered saying, “I think that’s not strong enough. How do you suppose we make it stronger?” He said Ken was “pretty good” with his ideas related to engineering and sometimes even came up with other options that he didn’t think of himself. Ken believed his father did this to, “make sure I knew how to do it.”

Procedures. When asked to provide examples of interactions that included mentoring, Bob and Ken described a variety of times where the two of them had worked together on projects. In addition to this work, there were also examples of instrumental and psychosocial support. Further exploration and examples are presented in the following subsections.

Hands-on and challenging assignments. Throughout their mentoring relationship, Bob relied on hands-on and challenging assignments as the foundation for mentoring his son. In one example, rather than give his son a new computer for Christmas, Bob gave him all the parts necessary to assemble his own:

For Christmas one year he got a computer, but he didn't get a computer, he got a box of computer parts and he had to build himself. I think that, to this day, he still is heavily into computers and he understands them.

Bob added that he felt this particular example was “one of the bigger” learning moments they shared. In addition to building the computer, they worked on other projects that included auto and motorcycle repair, home repair, and computer programing.

Instrumental support. In addition to identifying challenging assignments, Bob provided Ken with the necessary resources to complete them. This included buying parts for projects and allowing him access to tools. During the course of completing a project, Bob often provided him with regular coaching and teaching based on his experience in design and engineering. In addition to support in the form of physical resources and teaching, Bob also provided instrumental support in the form of advocacy and networking. He said, “I connected him back with the IT director with the company I'm at, to get him back into that world and linked up with these people.” Lastly, Ken reported he indirectly received financial support from the mentoring relationship because the things he learned, “saved him money.” Ken used the example of learning to work on his own cars as an example of this.

Psychosocial support. When it came to psychosocial support, Bob's focused his efforts on helping Ken to understand how to press on when faced with adversity. He said, “when we ran into problems, I was like, ‘We gotta move forward.’” Ken also referred to this during his interview:

Sometimes, things could take hours longer than you planned. Um, you just have to grind through it and finish. So, I'd say, um ... finishing projects and not giving up on projects just because it gets hard. That is something I learned.

Bob believed the strength of their father/son relationship enabled them to have an effective mentoring relationship. He believed it was important to have “credibility” with Ken and that he had tried to make sure that Ken worked on projects because, “they made sense” and were “fun.” Bob believed that without the “relationship” you end up with “rebellion” when you try to teach someone else. Similarly, Ken shared that his relationship with his father had always been very positive. He felt a closeness to his father and said that he couldn’t recall them ever having an argument.

Skills. Bob’s knowledge of engineering, computer programing, project management, design, and mentoring was extensive and appeared to have a significant impact on both how he mentored and the scope of knowledge he was able to share with Ken. As an engineer with almost 40 years of experience, Bob’s knowledge of mechanics provided him with a background that made him a viable mentor to non-family members. In addition to engineering, Bob also had expertise in computer programing; he said, “I got him started on how to do the HTML code and websites,” but noted that, over time, that his son’s capabilities in this area began to exceed his own.

In addition to practical experience, Bob had been both mentor and a protégé at different times during his life. He said that he drew on those experiences to help guide his mentoring relationship with his son. As a protégé, Bob met his first mentor right out of high school. This mentor helped him to enter the engineering community and taught him about “refrigeration, appliances, and appliance repair.” Bob said this man helped him to understand that a mentor needed to be both knowledgeable and capable of making learning “fun.” As a mentor at work, Bob said he helped to educate younger employees at various positions and tried to help them to learn how to “treat people” and to develop a “good work ethic.”

Perceived barriers: Father. Bob said the only barriers to their mentoring relationship were logistical. Specifically, as Ken got older, Bob found that other activities and interests sometimes took priority over the time they spent on mentoring projects. Bob said that while Ken was in high school, “sports” often dominated Ken’s time. When asked if there were any other challenges or obstacles, Bob said that their relationship was always very positive and that he couldn’t think of anything else.

Mentoring definition: Son. When asked if there were any barriers or challenges that got in the way of his mentoring relationship with his father, Ken struggled to think of a single example. To his recollection, Ken didn’t believe that he and his father had ever had an argument. After further thought, Ken said there was a time where he felt his mother and father were pressuring him to pursue a career as a basketball player:

The only thing that's coming to mind, is like maybe, back in high school, I really didn't care too much about basketball. And that was when he was pushing pretty hard for that. Um, actually both my parents, not just my dad. Um, I ended up liking volleyball a lot more, so I ended up playing that.

At 6 feet 8 inches Ken was much taller than most of his classmates which may have contributed towards the pressure he felt from his parents. Ultimately, Ken said, “If it was up to them, I would have definitely stayed in basketball,” but added that any conflict they experienced from this ended up being “kind of a non-issue.” The only other challenge Ken could think of was that his father could sometimes dominate conversations, “He has a lot to say, a lot of interesting things to say, and he wants you to hear everything before you get to talk,” but again, noted that this was not a significant problem.

Perceived benefits: Father. Bob believed that his mentoring relationship with Ken had strengthened their father/son relationship and made them “closer.” He said the mentoring side of their relationship provided them with “a good way of communicating” because their projects fostered mutual interests that often led to conversations. For example, he said his son would seek him out when he found something online about computer processors or “some scientific thing.” He also believed their mentoring relationship helped them to “stick together” because it encouraged them to be collaborative on tasks and projects. Bob credited their connection as being instrumental in helping him to make sure that his son never got involved in destructive behavior like “drugs” or “really bad stuff.”

In addition to building closeness in their relationship, Bob believed that mentoring had helped Ken to be more confident and feel “valued” and that it “sparked” his interest for “thinking.” He also believed their mentoring relationship had helped Ken to have a sense of “purpose.” Lastly, Bob said their relationship built “mutual respect” and allowed him find ways to learn together with his son. Their projects often led to shared “research” and the sharing of ideas, which Bob found very “gratifying.”

Perceived benefits: Son. Ken said the “most broad” and “applicable” lesson he learned from his father was how to effectively manage projects. He said this knowledge saved him money by helping him to repair and build things on his own. He also believed that his father’s mentoring had helped him to persevere and to not give up on completing projects, “just because it gets hard.” He said this was particularly beneficial when he started to work on computer programming projects. Lastly, Ken saw their mentoring relationship as something that was unique compared to the relationships his friends had with their fathers. He appreciated that his father

would, “help me out with stuff” and “show me how to do stuff.” He added, “other people’s dads were not doing that.”

Perceived benefits: Both. Both Bob and Ken agreed that their mentoring relationship had made them closer. They also agreed that it was because of this closeness that they were comfortable sharing ideas and working together. Bob and Ken agreed that they had “mutual respect” for each other’s ideas and that learning went both ways in their relationship. For example, as Ken became more competent in computer programming, he started teaching his father.

Cross-Case Analysis

The cross-case analysis includes two sections. The first is the identification and descriptions of common categories across cases. These are displayed in diagrams displaying discrete categories and their properties and dimensions as well as examples from cases that illustrate each category. The second section includes a table outlining scores from the two quantitative scales and how they related to the occurrence of various strategies, procedures, skills, barriers, and benefits.

Five categories emerged during data analysis including (a) strategies, (b) procedures, and (c) skill sets, followed by (d) perceived benefits and (e) barriers. Included in the diagrams are the number of cases in which a specific code was used along with the actual occurrence of the code across all cases. In some cases, participant responses were assigned to more than one dimension because the interactions were multifaceted. For example, there were times when a father *gave access to his network* that also provided the son with *exposure and visibility*.

Strategies. Strategies referred to the goal-oriented activities of father/son mentoring relationships. The properties associated with this category included: (a) encouraging learning,

(b) encouraging professional development, and (c) encouraging self-confidence. The accompanying dimensions are listed and described in the following sections.

Encourage Learning. This property refers to strategies where fathers or sons talked about the value of learning. The associated dimensions include (a) promote self-directed learning and (b) inspire curiosity. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 3.

Table 3

Property: Encourage Learning

<u>Dimensions</u>	<u>Promote Self-Directed Learning</u>	<u>Inspire Curiosity</u>
Cases with this dimension	5	6
Frequency of coding	35	28

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Promote self-directed learning. This dimension described interactions between father and son that encouraged the son to be in charge of his own learning. Examples were found in seven of the interviews and five of the cases. In ACA, the father made several references to his efforts to encourage his son to be in charge of his own learning:

I try to mentor in a way that promotes his own development and maturation so that he becomes more independent and more experienced. I try to, as much as possible, help him make his own choices rather than make choices for him because I think that's where he wants to go professionally, and what an adult does.

In OUT, the father described how he encouraged his son to “jump into” projects, experiment, and to come up with his own ideas. He said he wanted his son to direct his own

learning because that is what would “ignite” the “spark.” The son in this case also talked about how his father told him, “most of the stuff you’re gonna learn, you’re gonna learn by yourself.”

In PHI, the son talked about how his father encouraged him to be a “free independent thinker” and encouraged him to, “stand up” for himself “intellectually.” In MUS, the father provided musical “tools” so that the son could practice and explore music on his own. In this case, father and son were working together to raise money so that the son could attend the Berklee College of Music. In ENG, the father talked about teaching his son to “visualize” things in his mind so that he could “plan” and “overcome” problems when they surfaced. Also in this case, the father said his son was a “very creative thinker” and he trusted that he would come to him when he needed feedback.

Inspire curiosity. This dimension described efforts by the fathers to inspire their sons’ curiosity about learning that often seemed to include efforts to engage their sons in mentoring. Examples of this were found in seven of the interviews and in all six of the cases. In FB, the father reported bringing his two sons into the family business to see if they would show “interest.” He said that he wanted to make sure that they wanted to learn more before expanding their roles. In ACA, the father repeatedly stated that he was, “intentional about trying to help” his son “feel curious and excited about learning.” He said his goal was to make sure that his son was, “informed and thoughtful” about his choices in life. In OUT, the father saw his role as a “guide.” He added that he tried to connect his son to activities that would allow him to explore and test ideas. His son recalled his father stoking his curiosity by providing him with resources, and then saying, “let’s make something. What do you want to make?”

In PHI, the son talked about his father taking him to a political rally which started an ongoing dialogue about politics. In MUS, the father discussed trying to give his son, “every

experience” he could in hopes that these would inspire him and help him with writing songs and his music. Lastly, in ENG, the father talked about various projects, such as building a computer, that he introduced with the purpose of building his son’s curiosity for electrical engineering.

Encourage professional development. This property referred to the strategies fathers used to promote professional behavior. The associated dimensions included, (a) promote focus, (b) promote work ethic, and (c) promote a solution-focused mindset. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 4.

Table 4

Property: Encourage Professional Development

<u>Dimensions</u>	<u>Promote Focus</u>	<u>Promote Work Ethic</u>	<u>Solution-focused</u>
Cases with this dimension	5	5	3
Frequency of coding	20	20	18

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Promote focus. This dimension described the efforts of the father to encourage his son to learn how to maintain focus on activities that impacted his personal and professional development. Examples were found in nine of the interviews and five of the cases. In ACA, the father talked about how, over time, their mentoring relationship became increasingly focused on professional goals. In OUT, the father promoted focus across multiple domains. In one example, he talked about giving his son a pep-talk during a long-distance outrigger race after he had become worn out and wasn’t sure about continuing. In another example from OUT, the son talked about how his father provided financial support while he attended college. He said his

father told him it was so he could focus his energy on his degree. In PHI, the father described having regular conversations about his son's career plans to make sure that his son was progressing with his goals. In MUS, father and son talked about how their family made sacrifices so that the son wouldn't have to find a job and could focus on developing his skill as a musician. Lastly, in ENG, father and son talked about the importance of staying focused on completing projects and not giving up "just because it gets hard." He said, "when you start a project, you have to finish it."

Promote work ethic. This dimension described the efforts of the father to promote a good work ethic in their sons. Examples were found in eight interviews and five cases. In FB, the father repeatedly talked about helping his son to develop a "work ethic." He said he did this to help his son see the value of "completing projects" even when they're boring. Also in this case, the son said he thought his father was trying to help him stop being "lazy." In ACA, when describing his approach to mentoring, the father said he tried to emphasize a "good work ethic" which included his son following through on his commitments. In OUT, the son talked about his father's emphasis on "perseverance" and doing quality work. In MUS, the son said his father both gave him his first job and "taught" him "how to be good at the job." He said his father consistently challenged him to keep working on getting better and pushing past his limits. Also in this case, the father said he wanted his son to be driven, and to strive to do his best work at every performance. In ENG, the son said his father helped him learn to do his best from start to finish on projects.

Promote solution-focused mindset. This dimension described efforts of the father to focus on solutions rather than problems. Examples were found in five interviews and three cases. In OUT, father and son reported that their family motto was, "find the solution not the

problem.” The son said his father often instructed, “now you know the problem, what’s the solution.” In MUS, the son talked about how his father helped him to stay focused on solutions by seeing the best in him at times when he was filled with self-doubt. In ENG, father and son said that when they ran into problems, the father would say “We gotta move forward,” and pressed on to find solutions.

Encourage self-confidence. This property referred to strategies associated with building self-confidence in the son. Associated dimensions included (a) promote autonomy and (b) high expectations. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 5.

Table 5

Property: Encourage Self-Confidence

<u>Dimensions</u>	<u>Promote Autonomy</u>	<u>High Expectations</u>
Cases with this dimension	9	7
Frequency of coding	29	26

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Promote autonomy. This dimension referred to efforts of fathers to encourage their sons to build competence and independence. Examples were found in nine of the interviews and in all six cases. Across the cases, fathers and/or sons talked about this as one of the central goals of “any good mentorship” (quote from case three). In FB, the son said his father mentored him because he wanted to make sure he could provide for himself and didn’t end up in the “poor house.” In ACA the father said he wanted to make sure his son had skills associated with being an adult, including the capacity to make informed decisions. In OUT, the father said, as his son

got older, he encouraged him to take charge of projects. In PHI, the father said that, “independence and ability to find his own way” were essential qualities for his son to take charge of his own life. In MUS, the son said his father was helping him to become his “own man.” Lastly, in ENG, the son believed that part of his father’s motivation to mentor him was based on helping him to learn things that he would eventually have to do for himself.

High expectations. This dimension included references to the father holding the son to high standards. Examples were found in seven of the interviews and six cases. In FB, the father wanted his son to “better” himself in terms of “knowledge, work ethic” and “self-image.” In ACA, the father said he wanted his son to “make informed and thoughtful choices” that would help him to have a “rewarding career and life.” In OUT, the father shared a story about a time when his son was paddling in the Molokai Channel Crossing, an annual event where racers paddle across a 26-mile-wide channel between Oahu and Molokai. When his son was about to give up because of exhaustion, he said to his father, “I don’t want to go to school tomorrow and tell my friends that I made the crossing, but it took me two times.” In ENG, when the son asked for a computer for Christmas, his father gave him all the parts to build one because he wanted his son to have a fuller understanding of how they work.

Procedures. Procedures refer to action-oriented activities of father/son mentoring relationships that contribute towards the execution of strategies. Specifically, where strategies addressed goals, procedures were the activities related to getting a task done. The associated properties included (a) connecting with others, (b) problem solving, (c) father knows best, and (d) tangible acts.

Father knows best. This property referred to procedures where the father acted from a position of explicit or implied authority on topic areas related to the mentoring relationship. The

associated dimensions, in order of being highly directive to less directive, included (a) protection, (b) teaching, (c) coaching and (d) role modeling. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 6.

Table 6

Property: Father Knows Best

<u>Dimensions</u>	<u>Protection</u>	<u>Teaching</u>	<u>Coaching</u>	<u>Role Modeling</u>
Cases with this dimension	5	6	4	5
Frequency of coding	21	35	43	28

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Protection. This dimension describes acts or advice that were highly directive in nature. They included actions that ranged from the father trying to shield his son from physical danger to protection against unwanted social consequences. Examples of this were present in seven of the interviews and five of the cases. Protection from physical danger was most commonly a feature associated with cases where the father and son used machinery during mentoring activities. Examples of this could be found in OUT and ENG. In both cases, fathers described limiting access to the use of certain tools when their sons were younger. In one example from ENG, the father described how he tried to minimize risk of injury during projects:

I try to promote safety, "You're gonna hit your thumb with that, be careful!" We had to have a rule at my house... When you're working on projects, when he was younger, he couldn't plug anything into the wall until I checked it.

In other instances, protection was used to shield sons from social consequences. In MUS and ACA, both sons were diagnosed with high functioning autism and the fathers took special

care to shield them from situations that might cause their sons embarrassment. In MUS the father described conversations he would have with his son about how he interacted socially:

I always take time to let him know, “Hey, when you say this, it makes you look kind of egotistical or stupid or whatever. And you don't know it, and that's why I'm telling you, because I know you care what people think about you, you want people to like you, and nobody else is going to tell you this. I'm here to tell you so you can make little adjustments.”

In another example from PHI, the father used his negative experience with a mentor from their temple to shield his son from him. During the son's interview, he described how his father protected him from this man:

My father studied with him, my mother studied with him, my brother studied with him. I wasn't old enough, whatever that meant. And so ... by the time I was old enough to study with him, my dad was starting to catch on that this guy isn't all he's cracked up to be, and protected me from him. And made distance between myself and that man.

Teaching. This dimension refers to times where the father was sharing knowledge or teaching a skill based on topic areas where he had expertise. In these cases, instructions based on the experience and knowledge of the father were considered the “right” way to do something. Examples of teaching were found in ten interviews and all six cases. Cases FB, OUT, and ENG contained the highest number of these codes and included mentoring where protégés were learning technical skills. In FB, the father taught his son about managing money, keeping inventory, and other tasks specific to their family business. In OUT, the father taught his son how to use certain tools and establish processes for building canoes. In ENG, the father also taught his son to use tools and established processes for managing engineering projects.

Coaching. Different from teaching, coaching refers to interactions where the father's role could be described as moderately directive and the father gave feedback as the son executed a task. Examples of coaching were found in seven of the interviews and four of the cases. In ACA, the father said he often used questions as a way of helping his son to develop his academic writing skills. In OUT, father and son described projects initiated by the son where the father offered feedback. In one scenario, the father helped his son to trouble shoot a beehive he was building for a college course. In another example, the father gave feedback on materials that his son was using to build canoe paddles. In MUS the father talked about coaching his son on interview skills, specifically related to appearances they made on radio shows. Regarding his pre-interview coaching about social etiquette, he said, "I've actually gotta take the time and think ahead of these things instead of reasoning he's going to come up with them." In this same case, the son talked about how he and his father would discuss their performance on the drive home and his father would provide "constructive criticism" and "challenge" him to strive for more. In ENG, both members reported the father coaching his son about how to write a "scientific paper."

Role modeling. This dimension refers to interactions that were non-directive, when learning took place through the passive influence associated with the son observing or spending time with his father. Examples of role modeling were found in ten of the interviews and five cases. In FB and MUS, both sons talked about learning to better understand "emotions" and how to read "social cues" through watching their fathers. In ACA, the son said he watched his father "interact with other people" and learned the importance of kindness and consideration for others. In OUT, the son said his father had "passed on" to him the value of "kindness." In ENG, the father described the projects he did with his son as just "part of who I am." His son said that,

though they didn't specifically discuss it, he came to realize the importance of finishing projects as a result of watching his father.

Problem solving. This property refers to procedures where fathers encouraged their sons to play an active role in problem solving. Dimensions related to this property included actions that ranged from being mostly physical acts to primarily cognitive. These dimensions included (a) hands-on, (b) challenging assignments, and (c) intellectual debate. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 7.

Table 7

Property: Problem Solving

<u>Dimensions</u>	<u>Hands-on</u>	<u>Challenging Assignments</u>	<u>Intellectual Debate</u>
Cases with this dimension	6	5	5
Frequency of coding	61	34	56

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Hands-on. This dimension refers to interactions where father and son worked together to complete physical tasks related to learning. Hands-on experiences were often directive and driven by the father's experience that there was a "right" way of doing things. Examples of this dimension were reported in eleven of the interviews and all six cases. The cases FB, OUT, and ENG included fathers and sons building things that ranged from folding boxes to building a canoe. In cases ACA and MUS, they included examples of fathers doing activities related to their communities of practice. Specifically, in ACA, the father provided his son with opportunities to do academic field work that required following scientific protocols. In MUS, father and son often worked together on developing technical skills related to playing music.

Challenging assignments. This dimension refers to interactions where the fathers encouraged the sons to work on tasks that stretched their existing capabilities. Different from hands-on experiences, these activities required the son, sometimes with the father, to solve problems without being given a specific set of directions. Examples of this were found in eight of the interviews and five of the cases. In FB, this included the son learning to manage web-related sales. In ACA, the father encouraged his son to participate in group discussions during academic field work. In OUT, the father and son worked together to build canoe paddles. In MUS, the father and son collaborated on song writing. In ENG, father and son worked together to design, trouble shoot, and build a hovercraft.

Intellectual debate. This dimension refers to dialogue between father and son that was non-hierarchical. Specifically, the discussions included open-debate and collective problem solving. Examples of this were found in nine of the interviews and five of the cases. In cases ACA and PHI where the community of practice focused on intellectual activities, intellectual debate was the primary method for mentoring. In ACA, the father described his mentoring process as, “providing advice, sharing experience, and asking questions to help with specific and broad aspects of a person’s career.” This father repeatedly emphasized the use of questions instead of telling his son what to do. In PHI, father and son talked about how they found it enjoyable and fun to have intellectual debates. The father also stressed that his focus was “letting him be him, and letting me be me” when it came to their mentoring relationship. In MUS, father and son talked about using this type of discussion while writing songs. In ENG, the father said he and his son recently started talking about “politics” and that his son was helping him to move more towards the “middle.”

Connecting with others. This property refers to the procedures where father and son interacted with others in ways that were a result of, or had influence on the mentoring relationship. The dimensions included (a) access to networks, (b) exposure and visibility and (c) other persons of influence. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 8.

Table 8

Property: Connecting with Others

<u>Dimensions</u>	<u>Access to Networks</u>	<u>Exposure and Visibility</u>	<u>Other Persons</u>
Cases with this dimension	5	5	6
Frequency of coding	43	21	13

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Gave access to network. This dimension refers to instances where fathers provided their sons with access to their personal networks. Examples of this were found in seven of the interviews and five of the cases. In FB, the father said he introduced his son to the company engineer so he could learn more about production. In ACA, the father contacted people he knew who had “knowledge” that he didn’t, that he thought would “be useful” to his son. In OUT, the father started introducing his son to his fellow builders as early as five-years old. As his son grew, he continued to provide opportunities for his son to work with these men. He said, “Between seven and fifteen, he was really testing the waters with Russell and those guys.” In MUS, the son shared several examples of his father connecting him to other professional musicians. In ENG, the father introduced his son to his boss which helped him to get an internship.

Exposure and visibility. This dimension refers to examples of the father finding ways to expose his son to a community of practice and/or help him gain attention as a newcomer. Examples of this were present in eight of the interviews and five of the cases. In ACA, the son was able to participate in field research where he could share his ideas with other researchers. In OUT, the father did this by bringing his son to work and letting him attend trade-group meetings. In PHI, the son recalled his father exposing him to the world of politics by bringing him to a political rally. In MUS, his father frequently brought his son to watch or play while he played with other musicians. Lastly, in ENG, the father helped expose his son to the field of IT engineering by helping him to get an internship at the company where he was working.

Other persons of significance. This dimension refers to interactions that the son had with important persons, other than his father, that contributed to the mentoring relationship. Examples were found in all twelve interviews and all six cases. In FB, outside influence was provided by other members of the father's community of practice. Both father and son talked about how influential the father's mentor had been on the emotional learning of the son. In cases ACA, OUT, PHI, and MUS, fathers and sons shared ways that the mother contributed to the mentoring relationship. In cases ACA and PHI, the fathers said they relied on their wives to "talk things through" and to act as "sounding boards." In OUT, the father reported that his wife helped with "economics" and contributed towards conversations related to expenses for various projects. In MUS, the father talked about how his second wife provided instrumental support to him and his son and helped sew performing outfits. Lastly, in ENG the son talked about the influence of another mentor who helped him to learn about selling cars and how it made him appreciate the "all-encompassing" mentoring he received from this dad.

Skills. Skills refers to the qualities possessed by the father and the son that contributed in a positive way to the execution of strategies and procedures. The associated properties included (a) knowledge and experience and (b) social emotional skills. The accompanying dimensions are listed and described in the subsections that follow diagram 3.

Knowledge and experience. This property refers to skill sets associated with knowledge and experience, possessed by both father and son, that influenced the mentoring relationship. Dimensions included (a) domain specific, (b) father as mentor to others, (c) father's mentors past or present and (d) traits of the son. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 9.

Table 9

Property: Knowledge and Experience

<u>Dimensions</u>	<u>Domain</u>	<u>Father</u>	<u>Father's</u>	<u>Traits of the</u>
	<u>Specific</u>	<u>Mentors</u>	<u>Mentors</u>	<u>Son</u>
		<u>others</u>		
Cases with this dimension	6	5	6	2
Frequency of coding	41	10	11	22

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Domain specific. This dimension refers to the father's knowledge and experience that was specific to the context of the mentoring relationship. Examples of this were found in eleven of the interviews and all six cases. With the exception of PHI, the context of the mentoring relationship matched the domain-specific experience of the father. In PHI, the father was a rabbi

and business consultant and the son was pursuing a career as a musician, so domain-specific knowledge was not coded in this case.

Father mentor to others. This dimension refers to cases where the father had been a mentor to people other than his son. Examples of this were found in seven of the interviews and five of the cases. In cases ACA, PHI, and ENG the fathers said they mentored others as part of their professional roles. In cases ACA and MUS, the fathers shared stories of naturally occurring mentoring relationships. In ACA, the father discussed a document that he wrote and shared with his mentees at the beginning of their relationships. He said he spent “a lot of time thinking about personnel management and how to interact,” and that prompted him to put his mentoring philosophy into writing. He said the document reflected his general approach to mentoring which was to treat mentees like “colleagues.”

Father’s mentors. This dimension refers to the cases where the father reported having a mentor or mentors. All six of the fathers mentioned either current or past mentors. In cases OUT and MUS, the fathers reported mentoring relationships with their fathers. Though all six cases reported favorable relationships with mentors, in PHI, the son talked about the negative influence of one of his father’s mentors and how his father protected him. Specifically, he shared that several of his family members had been through a destructive mentoring relationship with a leader of their former church and that his father made sure he did not fall under similar influence from this man.

Traits of son. This dimension refers to the unique features of sons that had an influence on the mentoring relationship. Examples were found in two of the interviews and cases. In cases FB and MUS, both sons had been diagnosed with high-functioning autism. In both cases, the sons talked about the importance of relying on their fathers to learn more about social skills.

In FB, the son said he valued being able to “stare” at his father and study his facial expressions during social interactions with others. In MUS, father and son talked about the strengths associated with autism citing that the son had “an incredible ability to learn” and “absorb” music. In both cases, sons expressed feeling a sense of normalcy about their “disabilities” as a result of having their father as a mentor.

Social and emotional features. This property refers to the social and emotional skill sets of fathers and sons. The associated dimensions include (a) differentiation and (b) interpersonal. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 10.

Table 10

Property: Social and Emotional Features

<u>Dimensions</u>	<u>Differentiation</u>	<u>Interpersonal</u>
Cases with this dimension	5	5
Frequency of coding	29	15

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Differentiation. This dimension refers to examples given by fathers and sons that indicated they were able to differentiate between the roles of parent/child and mentor/mentee. Examples of this were found in nine of the interviews and five cases. The most common example of this was, as one father described it, that mentoring included a more “professionally minded” focus. In FB, the son said he didn’t need his father to “be a father anymore” and that he welcomed the more professionally-oriented nature of their relationship. In ACA, the father said the difference became more pronounced as his son got older. Specifically, he said the transition

to a mentoring role contributed towards their relationship “maturing” from “father to young son” to “father and adolescent” to “father and adult son” to “adult to adult.” In this same case, the son said the mentoring relationship had “differentiated” the roles of father/son and mentor/mentee as he grew older. In OUT, the son talked about how he tried to “cut the father-son tie” when they were working with other craftsmen at the shop. He said he wanted their relationship to be “professional.” In MUS, the son talked about how his father, in the role of mentor, pushed him to learn his craft. In ENG, the father said the mentoring relationship allowed them to collaborate without “rebellion.”

Interpersonal. This dimension includes examples of interpersonal skills that influenced the mentoring relationship. Examples of this were found in eight of the interviews and five cases. In ACA, the father reflected that, “emotional maturity” and “clear communication” were important to mentoring relationships. This son said that his father had “good judgement,” a “calm presence” and was very “kind and considerate.” In OUT, the father said he learned to not “take it personally” when his son didn’t want to listen to him. Instead, he learned to see humor in it and said it was “payback” for the times he did the same thing to his father. In PHI, the son described his father as skillful at “understanding” and “reading” people. In MUS, father and son said when they worked together, their sense of creativity was heightened and became almost “spiritual.” In this same case, the son used the analogy of “collaborative painting” to describe the way they worked together. Lastly, in ENG the father made reference to the importance of strong relationships. “If you don’t have the relationship” you don’t have “credibility” when it comes to mentoring your son.

Barriers. Barriers refers to the features that impede the mentoring relationship. Barriers include (a) restrictive influence and (b) tensions.

Restrictive influences. This property refers to interactions and/or circumstances that inhibited the son connecting with others and/or making their own decisions. These included things that were (a) father specific and (b) son specific. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 11.

Table 11

Property: Restrictive Influences

<u>Dimensions</u>	<u>Father Specific</u>	<u>Son Specific</u>
Cases with this dimension	4	4
Frequency of coding	26	13

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Father specific. This dimension refers to factors specific to the father. Examples were reported in eight of the interviews and four of the cases. In ACA, the son said that at times his father had been “too supportive” and “almost smothering.” As an example, the son talked about a time when he was looking for a summer internship and believed his father was “pushing” him. He said his father overlooked other options and got in the way of him making his own decision. Also from this case, the father said that mentors could have a restrictive influence depending on their area of expertise. Specifically, he said, someone from academia, mentoring their child in academia, might lead them with “too narrow” of a focus. In OUT, the son said that his father sometimes focused too much on “how we do it” and didn’t explain “why we do it.” He believed that his father did this because he didn’t want to “waste time,” but that it sometimes left him with “questions” about a process. Also in OUT, the father talked about how parents can be biased in the way they assess their children. He said it was easy for parents to think of their children as

“perfect.” In PHI, the father was paying his son an “allowance” which led him to believe he should be allowed to dictate certain aspects of his son’s “household management.” Over time, the “allowance” appeared to have a restrictive influence on the son developing money management skills, including seeking out opportunities for employment. In MUS, it was the father’s “temper” that sometimes got in the way of the son making his own decisions. Specifically, there were times when the two of them avoided discussing things because the father was too upset. Also in MUS, the father said he struggled with mentoring his son about the “business aspect” of the music industry because he was “still learning it” himself.

Son specific. This dimension refers to factors specific to sons which had restrictive effects on the mentoring relationship. Examples were found in five of the interviews and four of the cases. In FB, the son made several absolute statements about his father which suggested that he limited his network due to idolizing his father. Specifically, he said that his father had “lived the most fulfilling life” of any person he knew and that he would be, “one of the better people to talk to” if, “a younger person wanted to know how to get through adult life.” He also said he would listen to his father, “over someone else in the same area of expertise” simply because he was “my father.” In OUT, the son expressed feeling “pressure” on a “family level” to follow in his father’s footsteps and carry on the “family history.” In MUS, the father said his son worried about “displeasing” him and believed this sometimes kept him from sharing his ideas. Similar sentiments were shared by the son, who said it was his “goal” to always “impress” his father and that he was working towards “becoming what he wants me to be.”

Tensions. Tensions referred to interactions or circumstances which caused conflict or anxiety in the mentoring relationship. The dimensions associated with tension, included (a)

power struggles and (b) trust. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 12.

Table 12

Property: Tensions

<u>Dimensions</u>	<u>Power Struggles</u>	<u>Trust</u>
Cases with this dimension	4	3
Frequency of coding	15	5

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Power struggles. This dimension refers to tensions that were a result of the power differences between fathers and sons. Examples were found in seven of the interviews and four cases. In OUT, the son said that he and his dad could be “stubborn,” and gave the example of a time when he was building a project and didn’t want to listen to his father’s input. As a result, he didn’t follow “my father’s” shop rules and ended up getting injured. Similarly, his father said that there were times when he would give advice to his son and his son would ignore it, only to act on it after someone else in the shop said the same thing. In PHI, the son said that he and his father would sometimes “block heads” because they have “different views.” The father said that his son would sometimes “pretend” or “not want to receive” advice that he shared. In MUS, the father said that his son was “stubborn, like his dad” and both agreed that there were times where they struggled to get past saying, “No, I’m right!”

Trust. This dimension refers to tension related to lack of trust. Examples were found in three of the interviews and three cases. In FB, the son alluded to a lack of trust that was a result of his father not making his position with the company “official.” In ACA, the son reported that

there were times when he felt he couldn't make his own "decisions" and feeling that his father was "smothering" as a result. In PHI, the son said there were important things about their family history that his father kept secret from him. He added that his father refused to tell him about one particular issue, even though it directly influenced the family decision to move to Israel.

Benefits. Benefits refers to favorable outcomes that participants associated with the mentoring relationship. Benefits included (a) perpetuation of legacy and (b) connectivity.

Perpetuate legacy. This property refers to the activities of the mentoring relationship which contributed towards the perpetuation of family legacy. Dimensions include (a) father and/or family legacy and (b) legacy of son. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 13.

Table 13

Property: Perpetuate Legacy

<u>Dimensions</u>	<u>Father or Family Legacy</u>	<u>Legacy of Son</u>
Cases with this dimension	6	3
Frequency of coding	40	8

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Father and/or family legacy. This dimension is used to describe aspects of legacy that were specific to the father and/or the family. Examples were found in twelve of the interviews and six of the cases. In FB, both interviews included reference to the intention of the son to "take over the business." The son talked about doing a good job to protect the "reputation" of the family business and referred to himself as the "family legacy." He added that his father was raising him to "take his place in the world," and one day he would, "manage the business" after

his father was gone. In ACA, the son made several references to the fact that he and his father were both in academia. In one instance, he said “He’s a professor” at a highly respected university, “so I kind of decided I wanted to be a professor.” He added that he would be “following in his footsteps.” In OUT, the father talked about how his father had also worked on boats. He went into great detail about his association with various “craftsmen” in the canoe building community. He said they worked together to form organizations focused on the preservation of traditional canoe building. Also in this case, the son said that, as he learned more about their “family history” he realized he was the only one who could carry it forward. In PHI, the legacy of the family was more abstract than other cases. Specifically, father and son came from a family of philosophers and intellectuals. During the interview, the father talked about noticing his son’s intellectual capabilities from early on and told his wife, “this one can keep up with me.” Similarly, the son talked about his ability to intellectually “challenge” his father. In MUS, the father said his father was a professional musician and had mentored him. During the subsequent interview with the son, he said, “the one thing that every father wants to have is a legacy that can continue through his child.” In ENG, the son was following in his father’s footsteps as an engineer.

Legacy of son. This dimension refers to ways that the son was adding his own contribution to the family legacy. Examples were found in five of the interviews and four of the cases. In ACA, the son said that the mentoring of his father had influenced him to be a mentor to his younger sister. In OUT, the son talked about his desire to learn all he could from both his father and his father’s network so that he could carry knowledge that would otherwise be lost. He said he wanted to expand upon what the prior generation had done and work with new materials and develop new techniques. Similar to ACA, the son in case five talked about how

the mentoring relationship inspired him to mentor others. He said he wanted to find ways to work with young children and begin “passing on my knowledge.” In ENG, the father talked about how his son had taken what he taught him to another “level.”

Connectivity. This property refers to the activities of the mentoring relationship that contributed towards father and son feeling more connected. Dimensions include (a) encouragement and guidance and (b) learning together. The number of cases in which these dimensions appeared and the frequency of the coding are presented in Table 14.

Table 14

Property: Connectivity

<u>Dimensions</u>	<u>Encouragement and Guidance</u>	<u>Learning Together</u>
Cases with this dimension	6	4
Frequency of coding	89	25

Note. Frequency of coding refers to the number of times a particular code was assigned to words or phrases across all the cases.

Encouragement and guidance. This dimension refers to activities in the relationship that were perceived as emotionally supportive to father and/or son. Examples of this were found in eleven of the interviews and all six cases. In FB, father repeatedly talked about ways that he used mentoring to “encourage” his son to understand the “reward” that comes from working hard. He also said, “helping” his son was personally rewarding and created feelings of “self-satisfaction” about his role as a mentor. In ACA, the son talked about how his father helped him to be “calm.” He said his father had been very “supportive” and “influential.” In OUT, the father said he got “good feelings” from mentoring his son. He described their mentoring relationship as a “magic time.” He said the mentoring side of their relationship helped build

“trust” that led to his son seeking his “advice and guidance.” In OUT, the son talked about numerous ways he was encouraged and supported by his father. He said he liked having “unlimited access to my mentor” and described several different times when his father helped him to work on projects. In PHI, the father described how “proud” he was of his son and that he always tried to make sure that he helped his son to have a “very solid foundation under his feet.” Similarly, the son said he felt that his father had been very “supportive” of his professional pursuits. In MUS, the father said he tried to be encouraging like his father had been. He added that his father had “opened so many doors” for him and he was trying to do the same for his son. Also from this case, the son said his father always saw the “best” in him. Lastly, in ENG, the father talked about having “mutual respect” and improved “communication” as a result of the mentoring relationship and believed it had made them “closer.” His son said he could always count on his father to help him finish projects and not give up.

Learning together. This dimension referred to the times when father and son were co-learners in the mentoring relationship. Examples were found in eight of the interviews and four cases. In cases OUT and ENG, fathers and sons gave examples of working on projects together where they collaborated on problem solving. In PHI, father and son gave examples of learning from each other through the use of debate. In MUS, father and son gave examples of composing music together.

Scales and relational effectiveness. The relational effectiveness score is the combined total of father and son scores from relational quality and relational learning scales from each case (Allen & Eby, 2003). In each of the scales there was the potential to score as high as 25 or as low as 5, where higher scores were indicated higher levels of relational quality and learning. Relational effectiveness scores had a range of 20 to 100. Cases OUT and MUS had the two

highest scores and case four was the lowest. Scores from these scales and relational effectiveness scores are presented in table 15.

Table 15

Relational Quality (RQ), Relational Learning (RL), Relational Effectiveness (RE), Rank

	<u>FB</u>		<u>ACA</u>		<u>OUT</u>		<u>PHI</u>		<u>MUS</u>		<u>ENG</u>	
<u>Measure</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>	<u>F</u>	<u>S</u>
RQ	23	24	22	25	25	24	23	20	25	25	22	25
RL	19	24	19	22	25	20	20	18	25	25	20	21
RE	90		88		93		81		100		88	
Rank	3		4,5		2		6		1		4,5	

Note. F=father's response, S=son response. Relational Quality and Relational Learning scores for fathers and sons were based on responses to two five-item scales where scores had a potential of 5 to 25. Relational effectiveness scores were based on the total of all scores for each father/son dyad.

When relational effectiveness scores from these three cases were compared against the number of coded references (where a higher number of coding indicated a multifaceted approach to mentoring) a trend in the data emerged (*see table 16*). In table 16 the color yellow was used to highlight the two cases with the highest coding density and red for the cases with the lowest in each category. Specifically, in eight out of eleven associated themes (*encourage learning, encourage professional development, encourage self-confidence, father knows best, barriers, benefits, legacy, and connectivity*), OUT and MUS had the highest number of coded references. In the three remaining properties (*connecting with others, problem solving, and skills*), OUT and MUS were in the top three. Conversely, when PHI, the case with the lowest relational

effectiveness score, was compared against the same properties, it had the lowest number of coded references in six of eleven properties (*encourage learning, encourage professional development, connect with others, encourage son's thinking, father knows best, and legacy*).

Table 16

Relational Effectiveness Scores and Coding Density of Themes

<u>Themes</u>	<u>FB</u>	<u>ACA</u>	<u>OUT</u>	<u>PHI</u>	<u>MUS</u>	<u>ENG</u>
Encourage learning	9	10	17	5	22	13
Encourage prof. development	6	6	13	2	12	10
Encourage self-confidence	5	2	10	9	21	3
Father knows best	30	15	34	5	38	22
Problem solving	19	18	27	11	13	22
Connect with others	7	11	9	4	19	5
Skills	12	20	21	18	24	22
Barriers	13	10	24	10	21	4
Benefits	30	24	45	18	41	10
Legacy	12	11	18	3	15	5
Connectivity	20	4	29	11	20	6

Note. Yellow indicates the highest coding density; red indicates the lowest coding density

Multidimensional Father and Son Mentoring for the Perpetuation of Legacy

In each of these cases, fathers and sons engaged in multidimensional mentoring relationships for the higher purpose of perpetuating family legacy. While the majority of the cases included explicit reference to perpetuating legacy, in other cases, it was implied by the

sons' efforts to enter the same communities of practice as their fathers. These relationships featured dynamic interwoven combinations of strategies and procedures, augmented by the skills of fathers and sons, and motivated by barriers and benefits related to the exchange and creation of knowledge targeting the development of the son. Development of the son was expressed through his expanding role in a shared community of practice. Contexts were determined by a shared interest in the father's community of practice which also provided a window into family legacy, as it was perceived by father and son. Additionally, contexts influenced the preferred methods (discussed in subsection below) of the mentoring relationships. Though individuals tended to have preferences regarding the ways that they interacted, highly effective examples used multidimensional approaches where the activities of mentoring included several different strategies and procedures (examples cited below). Less effective examples tended to rely upon singular approaches to interactions or activities (examples cited below). In addition to directing the activities associated with mentoring, the perpetuation of legacy was one of primary features that distinguished father/son mentoring relationships from non-familial mentoring relationships.

The metaphor. To help with gaining "conceptual distance" necessary to develop the "main story line" of research, Corbin and Strauss (2014) recommended the use of "metaphors and similes" (p. 195). In this study, I believe that the actions and purpose of a father/son mentoring relationship can be compared to the actions and purpose of a craftsperson twining a basket. Where the weaver creates a basket by skillfully interlacing materials including rushes and grasses, the materials used by fathers and sons to craft their metaphoric basket were strategies, procedures, and skills. The process was either positively or negatively influenced by awareness of barriers and benefits (see figure 4). Further, where the woven basket is often filled with goods from the market, the symbolic basket of the family is filled with legacy. The strength

of the basket is dependent upon the number of strands and the method by which they are woven. Just as a poorly constructed wicker basket made of few fibers cannot carry a heavy load, a single dimensional mentoring relationship is unlikely to have the strength to carry the family legacy forward. While basket weavers may be motivated to construct their wares as crafts persons and/or artists, the efforts of the father and son were driven by connectivity, awareness of limitations, and shared value for perpetuating legacy. These factors not only drive the creation of the basket, they also serve as the inspiration for the next generation to grasp the handle and carry it forward. Examples of applying this metaphor are described below for two different scenarios: highly effective mentoring (creating a strong basket) and less effective mentoring (creating a medium strength basket).

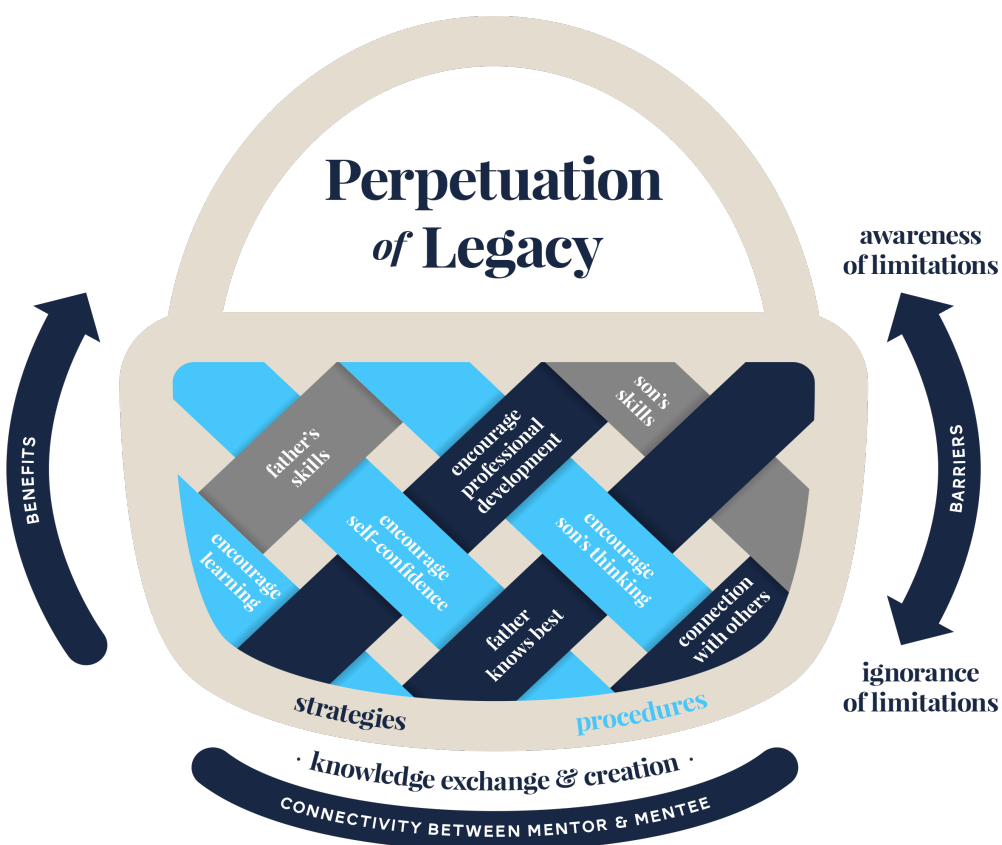


Figure 4. Metaphoric basket: Perpetuation of legacy.

Highly Effective Father/Son Mentoring. Highly effective mentoring relationships between fathers and sons were characterized by a multidimensional approach. In these cases, fathers and sons wove baskets dense with a variety of strategies and procedures, an explicit sense of family legacy where the father and/or son talked about perpetuating legacy, connectivity, and an expressed awareness of benefits and barriers. This multidimensional approach to mentoring was one where the metaphoric fibers included activities from all, or the majority, of the properties and dimensions associated with strategies and procedures. For example, strategies used in a highly effective, multidimensional father/son mentoring relationship included examples of encouraging learning, professional development, and self-confidence. Further, where the mentoring relationship encouraged learning, there were activities that included fibers of promoting self-directed learning and inspiring curiosity. Where the mentoring relationship encouraged professional development, there were activities to promote focus, work ethic, and a solution-focused mindset.

The strands made from procedures included examples of the father acting from a position of authority related to learning and problem solving. They also included examples of father and son connecting with others. Where the mentoring relationship included the father in a position of authority, there were activities twined from a combination of protection, teaching, coaching, and role modeling. Where the mentoring relationship focused on problem solving, there were a dynamic interplay of related to hands-on experience, challenging assignments, and intellectual debate. Lastly, where the mentoring relationship connected the son with others, there were a rich interlacing of interactions with other important people, opportunities for the son to gain exposure and visibility, and actions involving the father giving access to his network.

Even in the exemplar cases, fathers and sons had preferred ways of doing things which were related to the context of their mentoring relationship. For example, the majority of fibers selected by a father who was an engineer were composed of hands-on activities. Still, when encouraging his son's thinking, he also used challenging assignments and two-way discussion. Similarly, while a father in academia preferred a weave made from intellectual debate, he also used hands-on and challenging assignments. Lastly, father and sons in highly effective relationships also more frequently made references to connectivity and barriers than other cases. Awareness of barriers and limitations helped fathers and sons to, as case three described, identify the "problems" so they could work on the "solutions."

Less effective cases. Less effective mentoring relationships between father and sons were characterized by over-reliance on singular fibers of strategies or procedures and a relative absence of actions related to the perpetuation of legacy. For example, where the mentoring relationship encouraged learning, it may have only included promoting self-directed learning, but not inspiring curiosity. In another example where the mentoring relationship encouraged the son's thinking, less effective cases were overly reliant on intellectual debate and there were either very few examples, or complete omission of hands-on activities or challenging assignments. Further, these cases struggled to identify ways they could improve what they were doing. Rather than being indicative of strength, this tended to reflect a blindness to ideas for growing deeper relationships.

Summary

This chapter presented case studies with rich narrative to help build an understanding of the context of mentoring in each of the six cases. Additionally, these case studies were followed by a cross-case analysis which included diagrams and descriptions of the discrete categories and

their associated properties and dimensions. The cross-case analysis concluded with a comparison of these themes as they related to scores from two scales measuring relational effectiveness. The final section of this chapter proposed a grounded theory of multifaceted father/son mentoring relationships for the perpetuation of family legacy. Chapter five will include discussion about these findings, their relationship to previous research, implications for practice, their connection to Rogoff's (1995) sociocultural planes, limitations, and recommendations for future research.

Chapter 5: Discussion

The primary goal of this study was to use grounded theory methodology to examine the phenomenon of mentoring as it occurred between fathers and emerging adult sons and to seek practical findings for families engaging in familial mentoring relationships. The analysis of findings in chapter four included an overview of the pilot study, six case studies, a cross-case analysis, and a substantive grounded theory of father/son mentoring relationships. In *Mind in Society*, Vygotsky (1978) wrote, “teachers need to devise curricula that directs students along a continuity of experience” (p. 137). In the findings from this study, highly effective father/son mentoring relationships appear to have done just that. Similar to existing literature on mentoring, their relationships were characterized by the multidimensional application of strategies and procedures, the development and sharing of skills, awareness of barriers and benefits, and a sense of connectivity (Jacobi, 1991; Dominquez, 2017). Where these mentoring relationships were unique was their explicit discussion of family legacy,

In this final chapter, the findings are discussed as they relate to the research questions and literature from mentoring and sociocultural learning theory. In contrast to other forms of qualitative inquiry, the identification of extant literature is more fluid in grounded theory research (Fernandez, 2004). The reason for this is because, unlike other methods, the literature review in grounded theory is refined and ongoing as other forms of data collection and analysis have been initiated. Specifically, as patterns begin to emerge from other data, extant literature serves another data source to be used during constant comparison. In this study, the broader sociocultural framework which led the design of the study evolved to focus on Rogoff’s (1995) social planes during analysis. Through this framework, I was able to foreground and differentiate aspects of my findings during analysis. Following the discussion of findings and

literature, there are sections addressing implications for practice, limitations of the study, and recommendations for future research.

The research was guided by four questions:

1. What are the strategies, procedures, and skill sets being used by fathers and sons in parent as mentor relationships?
2. What are the perceived barriers?
3. What are the perceived benefits?
4. How do scores from relational quality and relational learning scales relate to other findings?

Father/Son Mentoring for the Perpetuation of Family Legacy

During analysis, the perpetuation of family legacy emerged as the core category and the foundation for the grounded theory of father/son mentoring presented in chapter four. At times, the reference to legacy was explicit. For example, in FB, ACA, OUT, and MUS, sons and/or fathers spoke directly about how the son was following in his father's footsteps. At other times, it was implied by the son's efforts to join the same community of practice as his father. The discovery of this core category was both unexpected and, yet, not surprising. It was unexpected because, outside of my consulting work with family owned businesses, the topic of legacy preservation in the context of mentoring, seems almost antithetical and potentially taboo in mentoring literature (Bearman et al., 2010; Rhodes et al., 1992). However, while the preservation of legacy through mentoring may put the relationship at risk of becoming a self-serving activity for an unskilled mentor, when mentors and mentees are skillful and self-aware, it may also enhance the reciprocal benefits. Specifically, in addition to the developmental outcomes for younger mentees, mentoring clearly provides the opportunity for older mentors to

experience generativity (Erikson, 1993; Slater, 2003). Generativity is the drive to help establish and guide younger generations. Given this risk, fathers and sons in mentoring relationships would be well served to educate themselves about the key competencies of mentors (Clutterbuck, 2004; Dominquez, 2017).

Returning to *The Odyssey*, I believe it is plausible to argue that mentoring for the perpetuation of legacy has been a theme present in father/son mentoring since the earliest of civilizations. Where Odysseus passed to Telemachus a legacy tied to adventure and royal succession, cases from this study passed legacies connected to engineering, academia, craftsmanship, philosophy, and music. In a variation of the face-to-face examples from this study, the mentoring relationship between Odysseus and Telemachus was primarily distal. Specifically, Telemachus was guided primarily by what others told him of his father's legacy and deeds. In support of this structure, Rogoff (1995) pointed out that participants don't have to necessarily be in each other's presence to be engaged at the interpersonal level. In the pilot and main study discussed in this paper, there were comparable examples of this type of influence. In the opening story of Clyde and Ha'a, the activities of father and son were both clearly influenced by a deceased family member, Clyde's brother. Similarly, in OUT and MUS, the distal influence of grandfathers was mentioned. Ultimately, the successful passage of legacy was dependent upon mentoring relationships which advanced the son's participation in the same community of practice as his father. In these cases, this context defined legacy and thus influenced the needs, strategies, and procedures of the mentoring relationships (Lunsford, 2017).

To help build conceptual clarity for the grounded theory presented in chapter four, I introduced the metaphor of a weaver making a basket to explain both the purpose and process of father/son mentoring (Corbin & Strauss, 2014). Where the weaver builds a basket capable of

carrying goods from the market, through mentoring relationships, fathers and sons weave metaphoric baskets for the purpose of transporting family legacy. Expressed through the communal plane and the associated activity of apprenticeship, interactions were mediated by the cultural artifacts of the families including the physical and psychological tools and signs of their cultural communities (John-Steiner & Mahn, 1996; Rogoff, 1995). In OUT, Jimmy taught his son, Kai, the craft of traditional canoe building using the tools and materials handed down through the centuries. Jimmy also shared the collaborative processes of the generations that came before them. In MUS, David mentored his son, Noa, into the community of musicians. The cultural tools included musical instruments and songwriting as they were influenced by the traditions set by Hawaiian musicians that came before them. Interestingly, in these cases, findings also suggest that mentoring contexts that were connected to broader cultural practices (i.e., historical canoe making and Hawaiian music) contributed towards better outcomes.

Returning to Rogoff's (1995) framework, activities associated with apprenticeship fell under the broader umbrella of mentoring. More specifically, while apprenticeship and mentoring are similar in regard to their focus on teaching and development of younger generations into a community of practice, mentoring is a more complex type of learning relationship (Eby et al., 2010; Kram, 1985; Rogoff, 1991; Spencer, 2010). In FB, OUT, and MUS where fathers and sons engaged in mentoring relationships that included apprenticeship, there appeared to be more continuity between the activities of mentoring, possibly influencing the overall success of the mentoring relationships. In addition to the aforementioned features associated with the community plane and apprenticeship, there were other ways Rogoff's (1995) framework provided clarity during my interpretation of findings. Interactions between fathers and sons that involved strategies and procedures were similar to examples where Rogoff spoke about the

interpersonal plane and guided participation. In addition, Rogoff's concept of participatory appropriation in the personal plane paralleled the skill development of sons, and their participation in their communities of practice.

In this study, the perpetuation of legacy required building awareness of family history. Knowledge of family history has been correlated with psychological benefits including a stronger sense of influence on the world around you, greater self-esteem, higher family functioning and cohesiveness, lower levels of anxiety, and fewer behavioral problems (Duke, Lazarus, & Fivush, 2008). Together, these can be understood as some of the components of human resiliency (Richardson, 2002). If mentoring relationships can help a family to share and transport legacy, there is room to hypothesize that they may also play a role in developing the resiliency of future generations. Taken one step further, when you consider the role of resiliency in a person's ability to thrive, familial mentoring may well be a part of our "human DNA" and thus play a crucial part in the survival of the species (Dubois & Karcher, 2014, p. 3). In the findings, there were examples of sons mentoring younger family members and children. I believe this behavior suggests that they were already beginning to experience this instinctual drive.

Strategies, procedures, and skill sets. Research question one asked, "What are the strategies, procedures, and skills used by fathers and sons in their mentoring relationships?" The purpose of asking this question was to gain a sense of the mechanisms of father/son mentoring where, ideally, findings would have practical application for other families interested in this type of mentoring. In my findings, strategies, procedures and skills were treated as discrete categories (Corbin & Strauss, 2014). Vygotsky (1978) recommended that learning environments be diverse, and highly effective father/son mentoring relationships included a wide representation of

the properties and dimensions associated with these categories when weaving their metaphoric baskets. Fathers who were able to cultivate complex interactions in their mentoring relationships appeared to be influenced by their own mentors and had appropriated the skills to act as effective mentors and teachers with their sons.

Though influenced by the community and personal planes, the primary features of strategies and procedures were best understood through the interpersonal plane and the associated activity of guided participation (Rogoff, 1995). Specifically, strategies and procedures were composed of activities which were influenced by context and skills, but occurred either face-to-face or distally between fathers and sons during the course of their mentoring relationships. Strategies reflected intentions and procedures reflected execution. Skills referred to the individual qualities of fathers and sons that influenced the ways they participated in their communities of practice. Skills were associated with the personal plane and participatory appropriation. Though guided participation is present in both apprenticeship and mentoring relationships, the distal influencers of these familial mentees were often other family members and related to family legacy. As discussed earlier, Ha'a was guided by the legacy of his deceased uncle and, in cases three and five, participation was influenced by grandfathers.

Strategies. Strategies were most commonly revealed when fathers and sons were asked; "What are the goals of your mentoring relationship?" As goal-oriented activities, strategies included properties and dimensions which generally focused on more global aspects of development. Specifically, strategies influenced the development of personal qualities that could be applied in a broad array of contexts. In the mentoring literature, Jacobi (1991) referred to this type of goal-setting behavior as a psychosocial function of mentoring. In this study, exemplar cases encouraged learning by promoting self-directed learning and inspiring curiosity. They

encouraged professional development by promoting focus, work-ethic, and a solution focused mindset. They also encouraged self-confidence by encouraging autonomy and setting high expectations. In some sense, these fathers were encouraging the development of self-efficacy and agency in their sons (Bandura, 1982)

At a more abstract level, I believe strategies hinted at what fathers coveted for their sons and what sons aspired to. In general, fathers wanted their sons to love learning, work hard, and to be confident. Sons commonly wanted to live up to their fathers' expectations. For example, in FB, Chris said he wanted to promote a work-ethic so that his son would understand the value of completing a task. Paul, his son, said he tried to not be "lazy" and also said he was expected to eventually take his father's place in society. In ACA, Sean mentioned several times that he wanted to inspire curiosity in his son. His son, Will, spoke proudly about how he was following in his father's "footsteps" through his pursuit of a career in academia. While both of these examples included goals that could be useful in a variety of contexts, it was the context of the fathers' professions which chiefly influenced where the fathers and sons placed their foci. For Chris and Paul, the success of the family business rested on getting products made and shipped. As a researcher and professor, Sean's work required a strong drive for learning. From an interpersonal perspective, these goals were communicated both indirectly, through intents expressed by father and son about their mentoring relationship and, directly, through the subsequent actions or procedures. Much like some of the features of any effective mentoring relationship, the father's desire to emphasize the importance of a good work ethic led him to use a combination of hands-on activities and challenging assignments to support his son's professional development. In the second case, the father emphasized the use of intellectual debate and challenging assignments (Jacobi, 1991).

Procedures. The procedures used in father/son mentoring provided a glimpse into what the fathers believed would help support the realization of goals associated with strategies. In mentoring literature, action-oriented behaviors were referred to as instrumental functions (Jacobi, 1991; Kram 1985). These included action-oriented activities that were often revealed through the stories fathers and sons shared about mentoring interactions. Specifically, when asked to provide examples of times when they worked together as mentor and mentee, both participants shared narratives that often shed light on the procedures they used.

Procedures included properties that also illuminated the interpersonal dynamics and ways fathers and sons connected with others. Specifically, there were examples of guided participation where fathers directed sons from various levels of authority ranging from protector to role-model (Rogoff, 1995). There were stories about fathers and sons working together to solve problems that ranged from following an established process, to scenarios where solutions to problems were discovered through collaboration. Similar to developmental network models in mentoring literature (Yip & Kram, 2017), there were also examples of fathers connecting their sons to networks of prospective mentors. In OUT, the father's use of networks hinted at a potential stage-related model for networking. Specifically, Jimmy began introducing his son to other craftsmen and apprentices starting from an early age. As his son grew, these relationships provided natural stepping-off points when the son needed to seek developmentally appropriate autonomy from his father. Since the father had played a role in connecting his son to this network, he was able to let his son go without fully disengaging, an important step that may have positively influenced his son's ability to differentiate from his father (Bowen, 1976). A similar pattern was present in case five where David began introducing his son to other musicians early in his life. As Noa got older, he started developing his own collaborations with some of these

individuals and, like Jimmy, David was able to take a step back without being completely disengaged.

Following the four-stage model of ZPD (Tharp & Gallimore, 1988), procedures used during the early years of mentoring relationships tended to be directive and prescriptive. For example, when Kai was very young, he and his father constructed a small wood surfboard. During this project, Jimmy did the majority of the work related to shaping pieces and assembly and Kai did the art work. As Kai got older, he began to take on a peripheral role that included greater independence and increased responsibility while his father and other craftsmen built canoes. After displaying competence working alongside his father and other craftsmen, Kai eventually led his peers in building their own canoe. In the years following completion of the canoe with his peers, Kai became increasingly more engaged with both his father and the community of craftsmen in building other projects. Over time, and through the support of more capable others, Kai eventually became a part of his father's community of practice (Vygotsky, 1978). Additionally, as Kai entered early adulthood, he began to expand upon the work of his father's community of practice through his pursuit of building paddles. In the grounded theory developed in this study, the complexity of these types of interactions contributed to the construction of strong relationships, strong baskets with which to perpetuate the families' legacies.

Skills. Associated with the personal plane and participatory appropriation, skills included features which influenced the way fathers and sons participated in the mentoring relationships and the associated communities of practice (Rogoff, 1995). As the skills of mentees developed, so did the sophistication of their participation in their associated communities of practice (Rogoff, 1995; Tharp & Gallimore, 1988; Vygotsky, 1978). Changes to participation in

mentoring literature were reflected through stage models (Kram, 1985). In this study, skills included existing knowledge, experience, and socioemotional qualities of fathers and sons. Existing knowledge for the father included things that were domain specific and/or things he had learned from mentoring others or being mentored. Domain specific knowledge and interpersonal skills were widely referenced in the extant literature as key competencies for mentors (Clutterbuck, 2014; Dominquez, 2017). Due to fathers and sons playing multiple roles in mentoring relationships, it seems particularly important for them to learn how to differentiate who they are as family members versus who they are as mentors or mentees (Bowen, 1976). In the grounded theory, skills were also fibers which affected the strength of the weave in the family basket.

Barriers. Research question two asked, “What are the perceived barriers for fathers and sons in parent as mentor relationships?” Initially, during the cross-case analysis, I was surprised to find that the coding density of barriers, a seemingly-negative factor, also had a positive relationship with relational effectiveness scores. When I first discovered this, I was concerned it was going to somehow challenge the central theme of my grounded theory. However, after further analysis and reflection, I began to realize that the dense coding of barriers actually suggested a type of self-awareness that wasn’t as present in less-effective cases. Fathers and sons who were able to identify barriers, seemed more capable of accurately reflecting on their relationships, a quality identified in the literature as one of the key competencies of mentors and mentees (Clutterbuck, 2014). Further, their openness about challenges allowed them to have an implicit system for evaluating their relationship. As case three put it, because they could identify problems, they could also work toward solutions. Among the list of program standards set by the International Mentoring Association, processes for evaluation are one of the key features of

successful programs (International Mentoring Association, n.d.). In the basket model from chapter four, barriers have arrows going in both directions. When fathers and sons were aware of barriers, I argue that there was a positive influence on the strength of the basket weave. When they were ignorant to them, the weave was weaker.

Benefits. Research question three asked, “What are the perceived benefits for fathers and sons in parent as mentor relationships?” In the findings, the perpetuation of legacy, was both the core category of this study and one of the main benefits for fathers and sons in mentoring relationships. In these cases, the perpetuation of legacy also created opportunities for participants to experience connectivity. They connected through providing and receiving encouragement and guidance and engaging in a relationship where they could share their experiences of life and, ultimately, learn together. In the findings benefits were tied to all three of Rogoff’s (1995) planes. From the community plane, mentoring perpetuates legacy, from the interpersonal plane, mentoring provides individuals with a purposeful way to engage with one another, and from the personal plane, mentoring is a vehicle of generativity for the father and professional and personal development for the son.

Scales. Research question four asked, “How do scores in relational quality and relational learning relate to findings from research questions one, two, and three?” To assess mentoring effectiveness, Allen and Eby (2003) recommended the use of relational learning and relational quality scales. In this study, the efficacy of these mentoring relationships was determined by the combined father/son scores on these two scales, where higher scores were associated with better outcomes. During analysis, a trend emerged when the scores from fathers and sons on these two scales were combined into a composite relational effectiveness score. Specifically, the dyads who scored highest on the scales also had greater coding density on the majority of themes.

According to the relational effectiveness scores, MUS was the most effective by a margin of seven points, OUT was the second most effective, FB the third, cases ACA and ENG were tied for fourth place and PHI was the least effective by a seven-point margin to the next highest case. While the sample size of this study limits the interpretation of scale scores to ordinal purposes only, the ranking of these cases largely mirrored what I believed to be true based on qualitative findings with the exception of two cases. Based on qualitative findings alone, I likely would have predicted that OUT would score higher than MUS. The reason for this is the difference in mentoring styles between the fathers in these cases. Specifically, the leadership style of the father in OUT ranged from authoritative to egalitarian where father in MUS was almost solely authoritarian (Robinson, Mandelco, Olsen, & Heart, 1995). When considering the key competencies of mentors, an authoritarian style seems antithetical to good mentoring (Dominquez, 2017; Clutterbuck, 2014). Under typical conditions, I believe this would hold true, but in FB and OUT, the sons were diagnosed with high-functioning autism at a young age (discussed further in following section). In this example and others, the scales proved useful for triangulating qualitative findings and to add depth to the findings (Creswell & Plano Clark, 2007; Merriam, 2009).

Unique cases. The fact that the sons from FB and MUS had been previously diagnosed on the autism spectrum led to some unexpected and noteworthy findings in this study. In both of these cases, the sons referred to their fathers as both professionally and social-emotionally oriented mentors. Specifically, both sons talked about how much they had relied upon their fathers to learn how to navigate interpersonal issues and to understand the connection between affect and emotion. In perhaps one of the most surprising findings of this study, MUS stood out as the exemplar of all the cases in the study. Beyond the son's diagnosis, what made this

particularly unexpected was that there were aspects of the father's behavior that seemed to be at odds with some of the generally accepted characteristics of effective mentors. During their interviews, both father and son talked about the father having a temper and described times where he could be abrupt with his communication and authoritarian in his style. In spite of this behavior, MUS had the highest overall relational effectiveness score and was arguably one of the most multifaceted relationships in the study. I believe the key to the understanding why this case was so successful may be directly related to Noa's diagnosis.

Being on the autism spectrum, Noa responded differently to behavior that was causing problems in his father's other relationships. Where a highly directive and authoritarian style of mentoring might otherwise be deemed negative or even problematic (Dominquez, 2017), in this case, it appears to have been favored by the son. Where the father's "temper" had caused fractures in other relationships, Noa believed that his father's behavior was a strength and had a positive influence on their mentoring relationship. Noa said that he believed a mentor who was too kind and compassionate might fail to push for real change in the protégé. He said his mother had always been the opposite of his father and that she was "over-kind" and "over-compassionate" which resulted in him becoming "incredibly lazy" during the time they lived together.

Implications for Practice

From the beginning of this study, one of the central goals was to generate findings which could be practically applied to other familial mentoring relationships. While the generalization of findings in this study is limited because of the small sample (discussed further in limitations), there were discoveries that support the development of a model for familial mentoring relationships. Given the relationship between the findings from the scales and interviews, there

is promising potential for these scales to be used as pre/post assessments for practitioners who wish to assess some aspects of familial mentoring relationships, a common activity for family business consultants. Further, the process of networking used by OUT could be formalized and taught. Specifically, professionals working with families could help them to be strategic when cultivating networks for their children. While parents often do this by connecting their children to communal organizations, a more targeted version of this process could also be developed for families like the ones in this study, who are mentoring children into specific communities of practice. Again, this is a particularly salient issue for family owned businesses. Based on cases FB and MUS, there are clear implications for researchers studying mentoring relationships where mentees are on the spectrum. Additionally, findings from this study hinted at developmental ways to look at familial mentoring, specifically related to procedures such as deciding on developmentally appropriate activities for engaging children in communities of practice. Lastly, the properties and dimensions themselves could be used along with the scales as part of an interview-based assessment process. A skillful practitioner could conduct interviews, determine what is being done and not being done, and develop a program to help fathers and sons to build upon what they are doing well and build in activities that they may be neglecting.

Limitations

While the study sample was diverse, it was also small and limited to the developmental groups, gender-specific dyads, ethnicities, and regions of the participants in this study. As a result, the findings are not generalizable beyond what they may imply about other familial mentoring relationships. Additional grounded theory research could be done and compared with findings from this study in an effort to test the fit of the theory with other father/son and parent/child mentoring relationships.

From a methodological perspective, the main study did not contain a negative case. Corbin and Strauss (2014) emphasized that negative cases enhance findings and encouraged researchers to seek them out in their studies. They described negative cases as examples that do not fit the pattern of other cases or the grounded theory. In response to this absence, I extended my search to the pilot study where I was able to find an example. In the pilot, one father and son used a multidimensional approach, were aware of benefits and barriers, and were explicit about legacy, and yet the relationship deteriorated significantly after our interviews. Based on my understanding of the case, it appears that around the time of our interviews, the son began having significant problems related to alcohol and drug use. This singular factor appeared to be capable of undermining an otherwise effective mentoring relationship. This also led me to wonder what other factors, such as other mental and physical health factors, might have a similar influence on father/son mentoring outcomes?

A third limitation of this study, which is inherent in any qualitative study, was personal bias (Creswell & Plano Clark, 2007). In order to minimize this, I wrote memos and journaled throughout the study. I also regularly checked my thoughts and findings with experts in the field of mentoring, professors, colleagues, and other parents. This included having an expert from the field of mentoring code one of the interview transcripts and then I compared her findings with mine and discussed them with her. Additionally, I revisited the coding of each case at least three times, in some cases more. I also relied heavily upon constant comparison among cases and with the literature.

In addition to other challenges, there were times when it became difficult to differentiate mentor/mentee interactions from parent/child ones. In ACA, the mentor/mentee and parent/child relationships were particularly difficult to pull apart. In this case, father and son often referred to

interactions typical of a parent/child relationship as part of their mentoring relationship. Given his extensive experience with mentoring from his career in academia, it is possible that the father integrated mentoring into his parenting style. Lastly, given the current positive view of mentoring in popular culture, I believe there may have been at least one case, PHI, where participants wanted to fit the call for subjects and may have talked about what they wished their relationships to be, as opposed to what they actually were. Future exploration might benefit from not revealing mentoring as the topic of study.

For Future Study

The grounded theory of father/son mentoring presented in this study represents an important beginning for future studies on familial mentoring. However, the findings from this study are just that, a beginning. In order to validate these findings and to make new discoveries that can benefit families, research needs to be done which includes larger sample sizes and the study of other familial combinations (mother/daughter, father/daughter, mother/son, etc.) and contexts. Studies which examine familial mentoring where parent and child do not share the same community of practice could be beneficial. There is also ample room for studies that explore the emancipatory nature of effective mentoring as it applies to familial mentoring relationships. By identifying and sharing the strategies, practices, skills, barriers, and benefits of exemplar cases with disadvantaged groups, there is the potential to free future generations from the limitations of the past. Additionally, while there is still much to be learned by using qualitative and mixed methodologies, there is room for quantitative studies to identify key factors of these relationships. In addition to the framework used in this study, future researchers may want to consider using cultural historical activity theory and its associated activity system in their designs (Engeström, 2000; Roth, & Lee, 2007). Lastly, cases one and five from this study

suggest that there is great promise for research related to mentoring children and adults with autism.

Appendix A

Interview Protocol Pilot Study

(Father)

Age:

Interview Location

Interview Date:

1. What is your job or profession?
2. In what professional areas are you considered an expert?
3. Do you consider your son an expert in any professional areas?
4. What are your career goals?
5. Do you have goals or wishes for your son's career? If "yes" please give an example.
6. Do you know what your son's career goals are?
7. Do you work together with your son to identify and meet goals?
 - a. If "yes" please give me an example.
8. Has your son helped in any way to expand your professional network?
9. Do you work together to forge new professional relationships?
10. What are the most important values you have tried to teach your son?
11. Have you learned any values from your son?
12. In what ways has your relationship with your son helped you to live closer to your own values?
13. Does your son regularly ask you for advice personally or professionally?
14. Which of the following best describes your professional relationship with your son – "I advise him on the best path and he makes sure to get things done" "My son and I share

decision making responsibilities” – “My son and I both contribute to each other professionally even when we are working on separate projects”

15. Do you have any formal or informal ways of negotiating or decision making with your son?
16. What are the strong points of your relationship with your son/daughter?
17. Are there any areas in your relationship with your son that could be improved?
18. Do you and your son have common interests or hobbies? How often do you do these together?
19. Do you have other children?
20. Do you have the same level of involvement in their professional and career goals?
21. How would you describe the level of involvement by your father in your professional and career goals?
22. Was there anything that could have been improved in your relationship with your father?
23. Have you had mentors in your life?
24. Do you currently have any mentors?
25. Is there anything else you would like to add?

(Son)

Age:

Interview Location:

Interview Date:

1. What is your job or profession?
2. What are your career goals?
3. What are/were your father's career goals?

4. Does your father have goals or wishes for your career? If “yes” please give an example/s?
5. In what ways does your father offer support in pursuing your career goals?
 - a. Of the examples you gave, which have/has been the most helpful?
 - b. Do you work together to plan goals with your father? If “yes” give me an example?
6. Has your father helped in any way to expand your professional network?
7. Do you and your father work together to forge new professional relationships?
8. In what professional areas are you considered an expert?
9. In what professional areas was/is your father considered an expert?
10. What are the most important professional values your father has taught you?
11. Do you regularly seek out advice from your father?
12. Do you plan formal meeting with your parent/child related to this area?
13. Which best describes your professional relationship with your father – “My father advises on the best path and I make sure it gets done” – “My father and I share decision making responsibilities” – “My father and I both contribute to each other professionally even when we are not working together”
14. Do you have any formal or informal strategies you use when negotiating and/or making decisions with your father?
 - a. If “yes” Were any of these strategies learned from a formal source? (for example, in a business program, a boss, professional in relationships, etc.)
15. Is there any area of your relationship with your father that you feel is particularly strong?
16. In what ways could your relationship with your father be improved?

17. Do you and your father have common interests or hobbies? How often do you do these together?
18. Do you have any siblings?
19. Do they have a similar relationship with your father?
20. In what ways has your relationship with your father helped you to live closer to your values?
21. Do you have any mentors in your life?
22. Is there anything else you would like to add?

Appendix B

Call for Subjects:

PhD Dissertation Study

Department of Educational Psychology

University of Hawaii, Manoa

The Parent as the Mentor: Father/Son and Mentor/Mentee

Do you know a father and young adult son between the ages of 18 and 29 where the father is helping to advance the son's participation in a specialized area of interest (professional or cultural)? Or, are you a father or son currently in such a relationship?

If the answer is **YES** to either of these questions...

I am looking for fathers and sons to participate in a research study and would like the opportunity to speak with your further.

The purpose of this study is to examine father and son relationships where the father in acting in roles consistent with effective mentoring practices. Through information gathered in this study, I hope to identify strategies, skills, barriers, and benefits associated with this type of relationship. It is my belief that this information can have a significant impact on many societal issues ranging from positive youth development to disengaged parenting and alienated youth.

- Fathers and sons will participate in initial screening (approximate time: 5 minutes)
- Fathers and sons who meet selection criteria will complete two brief surveys (approximate time: 5 to 15 minutes)
- Fathers and sons will participate in separate 30-60 minute interviews.

For more information, please contact:

Donnel Nunes at 808.554.6509 or josephnu@hawaii.edu

Appendix C

Screening Questions (protégé)

Please respond to the following statements using either “yes” or “no.”

1. Both my father and I are confident in our ability to communicate orally and read in English.
2. I will be between the ages of 18 and 29 during between August 2015 and August 2016.
3. My father is a respected expert in the area in which he is trying to assist me and/or my father is skilled as a mentor.
4. My father prioritizes my goals related to my chosen community of practice.
5. My father helps me to identify and complete challenging assignments related to my personal and professional development.

Appendix D

Interview Protocol Main Study

1. Age
2. What is the highest level of education you have completed?
 - a. Pre high school
 - b. High school
 - c. Undergraduate education
 - d. Graduate
 - e. Doctoral
 - f. Post graduate
 - g. Specialized or other (please describe)
3. What is your definition of mentoring?
4. How many years have you and your son/father acted in ways that are consistent with your definition of a mentoring relationship?
5. What best describes you and your father/son as relates to communities of practice?
 - a. Our mentoring relationship focuses on a mutual community of practice
 - b. Our mentoring relationship focuses on different communities of practice.
 - c. Our mentoring relationship focuses on both mutual and different communities of practice.
6. Which best describes the region where you live?
 - a. Africa (Eastern Africa, Middle Africa, Northern Africa, Southern Africa, Western Africa)
 - b. Asia (Eastern Asia, South-central Asia, South-eastern Asia, Western Asia)

- c. Europe (Eastern Europe, Northern Europe, Southern Europe, Western Europe)
- d. Latin America and the Caribbean (Caribbean, Central America, South America)
- e. North America
- f. Oceania (Australia/New Zealand, Melanesia, Micronesia, Polynesia)

(“Population division, DESA, United Nations,” 2002)

Interview questions

Subject conceptualization of Mentoring

1. How do you define mentoring?
2. Based on this definition, have you ever had or acted as a mentor?
3. Father: Do you consider yourself a mentor to your son? If “yes” please explain why? If “no” please explain why not?
4. Son: Do you consider your father to be a mentor? If “yes” please explain why? If “no” please explain why not?

(RQ 1, 2) Roles, Functions, Procedures, Strategies, Skill Sets (As necessary, questions will include request for subjects to clarify and elaborate on their answers to address mentoring roles and functions as well as procedures, strategies, and skill sets being used).

5. In what specific ways do you support your son’s/father’s participation in his chosen community of practice?
6. In what specific ways does your son/father support your participation in your chosen community of practice?
7. Of these examples given, which do you find to be most effective? Least effective?
8. Are there any other family or non-family members that play supportive roles? Can you briefly describe what they do?

(RQ 3) Benefits and Barriers

9. In what ways do you benefit from acting as a mentor to your son?
10. In what ways does your son benefit from having you as a mentor?
11. In what ways do you benefit from having your father as a mentor?
12. In what ways does your father benefit from having you as a protégé?
13. What are the challenges you and your son/father have faced as a result of working together in this way?
14. What are your strengths as a team?
15. What would you change about your relationship?
16. Are there any other ways that this relationship has impacted your father/son relationship?
17. Do you have any other thoughts or comments?

(RQ 4 will be answered will be address from data collected from all the above plus the scales)

Appendix E

Relational Quality and Relational Learning Scales (Allen & Eby, 2003)

Items measuring relationship quality (mentor)

1. The mentoring relationship between my protégé and I was very effective.
2. I am very satisfied with the mentoring relationship my protégé and I have developed.
3. I was effectively utilized as a mentor by my protégé.
4. My protégé and I enjoyed a high-quality relationship.
5. Both my protégé and I benefited from the mentoring relationship.

Items measuring relationship learning (mentor)

1. I learned a lot from my protégé.
2. My protégé gave me a new perspective on many things.
3. My protégé and I were “co-learners” in the mentoring relationship.
4. There was reciprocal learning that took place between my protégé and I.
5. My protégé shared a lot of information with me that helped my own professional development.

Items measuring relationship quality (protégé)

(1=strongly agree, 2=agree, 3=neither agree or disagree, 4=disagree, 5=strongly disagree)

1. The mentoring relationship between my mentor and I was very effective.
2. I am very satisfied with the mentoring relationship my mentor and I have developed.
3. My mentor was effective with the supports he provided.
4. My mentor and I enjoyed a high-quality relationship.
5. Both my mentor and I benefited from the mentoring relationship.

Items measuring relationship learning (protégé)(1=strongly agree, 2=agree, 3=neither agree or disagree, 4=disagree, 5=strongly disagree)

1. I learned a lot from my mentor.
2. My mentor gave me a new perspective on many things.
3. My mentor and I were “co-learners” in the mentoring relationship.
4. There was reciprocal learning that took place between my mentor and me.
5. My mentor shared a lot of information with me that helped my professional development.

***scales from Allen and Eby (2003)**

Appendix F

Pre-Interview Script

During the course of this interview, I would like for you to think of how the questions relate to ways you interact with your father (son) that are intended to advance your (your son's) participation in your (your sons') chosen community of practice. If at any time during this interview you would like to revisit either definitions of key terms or this last statement, it is okay to do so. Additionally, during this interview, I would like for you to think about both "what" you do and "why" you do in the answers you provide to these questions.

References

- Allen, T. D., & Eby, L. T. (Eds.). (2010). *The blackwell handbook of mentoring: A multiple perspectives approach*. Malden, MA. Wiley-Blackwell.
- Allen, T. D., & Eby, L. T. (2003). Relationship effectiveness for mentors: Factors associated with learning and quality. *Journal of Management*, 29(4), 469-486.
- Arnett, J. J. (2000) Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469.
- Arnett, J. J. (2014). *Emerging adulthood: The winding road from the late teens through the twenties*. New York, NY: Oxford University Press.
- Baker, T. L. (1994). *Doing social research*. New York, NY: McGraw-Hill.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1-26.
- Bearman, S., Blake-Beard, S., Hunt, L., Crosby, F. J. (2010). New directions in mentoring. In Allen, T. D., & Eby, L. T. (Eds.). *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 375-395). Malden, MA. Wiley-Blackwell.
- Bodrova, E., & Leong, D. J. (1998). Scaffolding emergent writing in the zone of proximal development. *Literacy, Teaching and Learning*, 3(2), 1.
- Bodrova, E., & Leong, D. J. (2003). Learning and development of preschool children from the Vygotskian perspective. In Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (Eds.). *Vygotsky's educational theory in cultural context* (pp. 156-176). Cambridge, UK: Cambridge University Press.

- Bowen, M. (1976). Theory in the practice of psychotherapy. *Family Therapy: Theory and Practice*, 4, 2-90.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Catalina, S. M., & Hurry, J. (2011). Family Relationship Scale [Database record}. Retrieved from PsycTESTS. Doi: 10.1037/t32552-000
- Chandler, D. E., Kram, K. E., & Yip, J. (2011). An ecological systems perspective on mentoring at work: a review and future prospects. *The Academy of Management Annals*, 5(1), 519-570.
- Clutterbuck, D. A., Kochan, F. K., Lunsford, L., Dominguez, N., & Haddock-Millar, J. (Eds). (2017). *The sage handbook of mentoring*. Thousand Oaks, CA: Sage.
- Clutterbuck, D. A. (2013, December 16). What do we mean by success? Retrieved from <http://davidclutterbuck.wordpress.com/>
- Clutterbuck, D. (2008). What's happening in coaching and mentoring? And what is the difference between them? *Development and Learning in Organizations*, 22(4), 8-10.
- Clutterbuck, D. (2007). An international perspective on mentoring. In Raggins, B., & Kram, K. (Eds). *The handbook of mentoring at work*. (pp. 633-656). Thousand Oaks, CA: Sage.
- Clutterbuck, D. (2014). *Everyone needs a mentor*. Glasgow, UK: Chartered Institute of Personnel and Development.
- Cook-Cottone, C. (2004). Constructivism in family literacy practices: Parents as mentors. *Reading Improvement*, 41(4), 208.

- Corbin, J., & Strauss, A. (Eds.). (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Inquiry, Q. (2007). *Research design: choosing among five approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Darling, N., Hamilton, S., Toyokawa, T., & Matsuda, S. (2002). Naturally occurring mentoring in Japan and the United States: Social roles and correlates. *American Journal of Community Psychology*, 30(2), 245-270.
- Davidson, F., & Davidson, J. (1994). *Vygotsky's developmental theory: An introduction*. Palo Alto, CA: Davidson Films.
- Delgado-Gaitan, C. (1986). Mentoring students through the school system. In *Special Issue: Dropouts. California School Forum (Vol. 1)*, pp. 75-80.
- Delgado-Gaitan, C. (1994). Consejos: The power of cultural narratives. *Anthropology & Education Quarterly*, 25(3), 298-316.
- Delgado-Gaitan, C., & Ruiz, N. T. (1992). Parent mentorship: Socializing children to school culture. *Educational Foundations*, 6(2), 45-69.
- Dova, S. (2012). "Kind Like a Father": On mentors and kings in the Odyssey. Center for Hellenic Studies. Retrieved from <http://chs.harvard.edu/wa/pageR?tn=ArticleWrapper&bdc=12&mn=4351#n.17>
- Dominguez, N. (2017). A research analysis of the underpinnings, practice, and quality of

- mentoring programs and relationships. In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage handbook of mentoring*. (pp. 67-87). Thousand Oaks, CA: Sage.
- DuBois, D. L., & Karcher, M. J. (2014). Youth mentoring in contemporary perspective. In DuBois, D. L. & Karcher, M. J. (Eds). *Handbook of youth mentoring* (2nd ed., pp. 3-13). Thousand Oaks, CA. Sage.
- DuBois, D. L., & Silverthorn, N. (2005). Characteristics of natural mentoring relationships and adolescent adjustment: Evidence from a national study. *Journal of Primary Prevention*, 26(2), 69-92.
- Duke, M. P., Lazarus, A., & Fivush, R. (2008). Knowledge of family history as a clinically useful index of psychological well-being and prognosis: A brief report. *Psychotherapy: Theory, Research, Practice, Training*, 45(2), 268.
- Eby, L. T., Rhodes, J. E., & Allen, T. D. (2010). Definition and evolution of mentoring. In, T. D., & Eby, L. T. (Eds). *The blackwell handbook of mentoring: A multiple perspectives approach* (pp. 7-20). Malden, MA. Wiley-Blackwell.
- Eddie Aikau Foundation Mission. (2006). Retrieved from <http://www.eddieaikaufoundation.org/aboutus.htm>
- Engeström, Y. (2000). Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43(7), 960-974.
- Erikson, E. H. (1993). *Childhood and society*. New York: WW Norton & Company.
- Fatherhood in Crisis (2014). Retrieved from <http://www.fatherhood.org/social-problems-in-america>.
- Fernández, W. D. (2004). The grounded theory method and case study data in IS

- research: issues and design. In *Information Systems Foundations Workshop: Constructing and Criticising, (Vol. 1)*, 43-59.
- Glaze, L. E., & Maruschak, L. M. (2008). Parents in prison and their minor children. Washington, DC: US Department of Justice, Office of Justice Programs. Retrieved from <https://www.bjs.gov/index.cfm?ty=pbdetail&iid=823>
- Gregory, J. B., & Levy, P. E. (2010a). Employee coaching relationships: enhancing construct clarity and measurement. *Coaching: An International Journal of Theory, Research and Practice*, 3(2), 109-123.
- Gregory, B. J., & Levy, P. E. (2010b). Perceived Quality of the Employee Coaching Relationship Scale [Database record]. Retrieved from PsycTESTS. doi: 10.1037/t09819-000
- Hamilton, M. A., Hamilton, S. F., DuBois, D. L., & Sellers, D. E. (2016). Functional roles of important nonfamily adults for youth. *Journal of Community Psychology*, 44(6), 799-806.
- Haggard, D. L., Dougherty, T. W., Turban, D. B., & Wilbanks, J. E. (2011). Who is a mentor? A review of evolving definitions and implications for research. *Journal of Management*, 37(1), 280-304.
- Harper, C. C., McLanahan, S. S. (2004). Father absence and youth incarceration. *Journal of Research on Adolescence*, 14(3), 369-397.
- Hurd, N. M., Varner, F. A., & Rowley, S. J. (2013). Involved-vigilant parenting and socio-emotional well-being among black youth: the moderating influence of natural mentoring relationships. *Journal of Youth and Adolescence*, 42(10), 1583-1595.

- International Mentoring Association (IMA). Retrieved from
<http://mentoringassociation.org/standards/>
- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research*, 61(4), 505-532.
- Jaramillo, J. A. (1996). Vygotsky's sociocultural theory and contributions to the development of constructivist curricula. *Education*, 117(1), 133.
- Johnson, W. B. (2010). Student-faculty mentorship outcomes. In Allen, T. D., & Eby, L. T. (Eds). *The Blackwell handbook of mentoring: A multiple perspective approach* (pp. 189-210). Malden, MA. Wiley-Blackwell.
- John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist*, 31(3-4), 191-206.
- Kaslow, F. (2005). Maternal mentoring: A relatively new phenomenon in family businesses. *Journal of Family Psychotherapy*, 16(3), 11-18.
- Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Lanham, MD: University Press of America.
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608-625.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Levinson, D. J., Darrow, C. N., Klein, E. B, Levinson, M. H., & McKee, B. (1978). *The seasons of a man's life*. New York, NY: Random House LLC.

- Lockwood, A. L., Evans, S. C., & Eby, L. T. (2010). Reflections on the benefits of mentoring. In Allen, T. D., & Eby, L. T. (Eds). *The blackwell handbook of mentoring: A multiple perspectives approach* (pp. 233-236). Malden, MA. Wiley-Blackwell.
- Lunsford, G. L. (2017). The contexts of mentoring. In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage handbook of mentoring*. (pp. 291-293). Thousand Oaks, CA: Sage.
- McGehee, D. V., Raby, M., Carney, C., Lee, J. D., Reyes, M. L. (2007). Extending parental mentoring using an event-triggered video intervention in rural teen drivers. *Journal of Safety Research*, 38(2), 215-227).
- McInerney, D. M., Liem, G. A. D., & Walker, R. A. (Eds.). (2011). *Sociocultural theories of learning and motivation: Looking back, looking forward*. Charlotte, NC: IAP.
- Mentor. (2014). In OED, Online. Retrieved from http://www.oed.com.eres.library.manoa.hawaii.edu/search?searchType=dictionary&q=mentor&_searchBtn=Search
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., Huberman, A. M., Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.
- Morton-Cooper, A., & Palmer, A. (2000). Mentoring, preceptorship and clinical supervision. *Nurse Education Today*, 20, 418-421.
- Nunes, J. D., & Dashew, L. (2017). Mentoring between generations: A family

- affair. In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage handbook of mentoring*. (pp. 466-481). Thousand Oaks, CA: Sage.
- Nunes, J. D. (2014). Parent as mentor: The lifelong relationship. *Connect*, 3, 14-18.
- Nunes, J. D. (2013). Father/son mentor/mentee: The parent as the mentor. Paper presented at the 2013 Mentoring Conference. Albuquerque, NM.
- Obama, B. H. (2013). Presidential proclamation: National mentoring month, 2014.
Retrieved from <https://www.whitehouse.gov/the-press-office/2013/12/31/presidential-proclamation-national-mentoring-month-2014>
- Obama, B. H. (2014). Presidential proclamation: National mentoring month, 2015.
Retrieved from <https://www.whitehouse.gov/the-press-office/2014/12/31/presidential-proclamation-national-mentoring-month-2015>
- Obama, B. H. (2015). Presidential proclamation: National mentoring month, 2016.
Retrieved from <https://www.whitehouse.gov/the-press-office/2015/12/31/presidential-proclamation-national-mentoring-month>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.
- Reeves, R. B. (2017). Mentoring newcomer immigrants: Tactic of and recommendations for successful mentors. In In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage Handbook of Mentoring*. (pp. 358-373). Thousand Oaks, CA: Sage.
- Rhodes, J. E., Ebert, L., & Fischer, K. (1992). Natural mentors: An overlooked resource in the social networks of young, African American mothers.

- American Journal of Community Psychology*, 20(4), 445-461.
- Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of clinical psychology*, 58(3), 307-321.
- Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological reports*, 77(3), 819-830.
- Roberts, A. (1999). Homer's mentor: Duties fulfilled or misconstrued. *History of Education Journal*, 39(4), 81-90.
- Rogoff, B. (1995). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In Wertsch, J. V., & Del Rio, P. (Eds). *Sociocultural studies of mind* (pp. 139-164). Cambridge, UK: Cambridge University Press.
- Rogoff, B. (2008). Observing sociocultural activity on three planes: Participatory appropriation, guided participation, and apprenticeship. In Hall, K., Murphy, P., & Soler, J. (Eds). *Pedagogy and practice: Culture and identities* (pp. 58-74). Thousand Oaks, CA: Sage.
- Rogoff, B., Topping, K., Baker-Sennett, J., & Lacasa, P. (2002). Mutual Contributions of Individuals, Partners, and Institutions: Planning to Remember in Girl Scout Cookie Sales. *Social Development*, 11(2), 266-289.
- Roth, W. M., & Lee, Y. J. (2007). "Vygotsky's neglected legacy": Cultural-historical activity theory. *Review of Educational Research*, 77(2), 186-232.
- Ryan, A. K., & Willits, F. K. (2007). Family Relationship Quality Measure [Database record]. Retrieved from PsychTESTS. doi: 10.1037/t10830-000

- Sanyal, C. (2017). The effective mentor, mentee, and mentoring relationship. In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage handbook of mentoring*. (pp. 143-155). Thousand Oaks, CA: Sage.
- Schwartz, S. O., Rhodes, J. E., Spencer, R., & Grossman, J. B. (2013). Youth initiated mentoring: investigating a new approach to working with vulnerable adolescents. *American Journal Of Community Psychology*, 52(1-2), 155-169.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. Thousand Oaks, CA: Sage.
- Slater, C. L. (2003). Generativity versus stagnation: An elaboration of Erikson's adult stage of human development. *Journal of Adult Development*, 10(1), 53-65.
- Small, M. L. (2009). How many cases do I need? On science and the logic of case selection in field-based research. *Ethnography*, 10(1), 5-38.
- Spencer, R. (2010). Naturally occurring mentoring relationships involving youth. In Allen, T. D., & Eby, L. T. (Eds). *The blackwell handbook of mentoring: A multiple perspectives approach* (pp. 99-117). Malden, MA: Wiley-Blackwell.
- Starks, H., & Trinidad, S. B. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17(10), 1372-1380.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology. In Denzin, N. K., & Lincoln, Y. S. (Eds). *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA: Sage.
- Strautmanis, M. (2010, January 20). The First Lady, Mentor. The White House Blog.
- Retrieved from <http://www.whitehouse.gov/blog/2010/01/20/first-lady-mentor>
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and*

- quantitative approaches* (Vol. 46). Thousand Oaks, CA: Sage.
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life*. New York, NY: Cambridge University Press.
- Van Der Veer, R. (2008). Exploring Vygotsky's legacy: The meaning of mediation. In van Oers, B., Wardekker, W., Elbers, E., & Van Der Veer, R., (Eds). *The transformation of learning* (pp. 15-19). Cambridge, UK: Cambridge University Press.
- Van Oers, B. (2008). Learning and learning: Theory from a cultural-historical point of view. In van Oers, B., Wardekker, W., Elbers, E., & Van Der Veer, R., (Eds). *The transformation of learning* (pp. 3-12). Cambridge, UK: Cambridge University Press.
- Van Teijlingen, E. R., & Hundley, V. (2001). The importance of pilot studies. Retrieved from <http://aura.abdn.ac.uk/handle/2164/157>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* Cambridge, Mass.: Harvard University Press.
- Walters, A. S. (2017). On mentorship and working with children. *The Brown University Child and Adolescent Behavior Letter*, 33(11), 8-8.
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge MA: Harvard University Press.
- Why Fatherhood Matters (2014). Retrieved from <http://www.fatherhood.org/why-fatherhood-matters>
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17, 89-100.
- Yin, R. K. (2014). *Case study research: Design and methods*. Thousand Oaks, CA: Sage.
- Yip, J., & Kram, K. (2017). Developmental networks: Enhancing the science and practice of

mentoring. In Clutterbuck, D., Dominguez, N., Kochan, F., Lunsford, L., Smith, B., & Haddock-Millar, J. (Eds). *The sage handbook of mentoring*. (pp. 466-481). Thousand Oaks, CA: Sage.